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A three-pronged demonstration project carried on over a 4-year period in the area of education of the gifted is reported. The first phase described involves selected students from 75 secondary schools who began in ninth grade to visit the university laboratory 1 day each year for evaluation, counseling, and the chance to attend classes; also described is the role of the laboratory staff who visited the schools, conferred with parents, and counseled students. An attempt to acquaint teachers, administrators, parents of gifted students, and lay citizens with procedures for discovering superior students and making special provisions for their education is the second phase which is considered in terms of its implementation through publications, 300 training sessions for secondary school faculties, 16 workshops for key school personnel, and special appearances at professional conferences. Results of the third phase are reported of a survey questionnaire sent to all Wisconsin secondary schools to determine the extent to which 18 specified types of superior student activities had been implemented which indicated that both individual and group programs were more often accomplished in larger schools than in smaller ones and that there was more willingness to try procedures involving adding to the regular program than deleting from it. (RJ)

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FINAL REPORT

Promising Practices in the Education of Superior Students: A Demonstration Program

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and
Marshall P. Sanborn

June 1968

The research reported herein was performed pursuant to a contract with the Office of Education, U.S. Departmant of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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INTRODUCTION

This report covers a special demonstration program carried on over a four year period by the staff of the Research and Guidance Laboratory for Superior Students of the University of Wisconsin. The program was based on experiences gained through cooperative efforts of hundreds of high school students, their parents, their teachers, and counselors and administrators in 75 secondary schools which participate regularly in the Laboratory.

The purposes of the Demonstration Project described in the following pages were stated initially in the paragraphs below.

a. Objectives. During the past five years it has been possible to carry out research in public school settings on the feasibility of several procedures for discovering superior students and making special provisions for their education. Evidence from post-high school follow-up data of the effectiveness of these procedures is now available. It is proposed to begin a demonstration program designed to show teachers, administrators, parents of superior students, and interested lay citizens what these procedures are, and how they might be introduced into school systems of varying sizes. The principal objective is to promote widespread use of superior student discovery and education programs with an emphasis on individualized attention to qualities and needs of each student.

b. Procedures. Demonstrations will be carried on by means of in-service training programs, workshops, institutes, and special programs arranged for in cooperation with local school systems, state colleges and universities, and state departments of education. Materials will be duplicated and distributed to all public schools in the state in institutes, faculty meetings and in individual conferences. Interested educational leaders from other states will be invited to attend summer workshops so that the influence of the project may be carried beyond the boundaries of Wisconsin. The program will be evaluated by means of a before-and-after survey to determine (1) the extent to which procedures are instigated in schools which did not hitherto employ them, and (2) the success of students who have had special educational experiences as a result of the use of the procedures. The evaluative procedure will be utilized as a basis for standardized instruments and evaluative criteria which may be applied by local, state, and regional groups who wish to appraise the status and/or development of superior student identification and education programs in schools.

It was the purpose of the demonstration project, as it has been the purpose of the entire Laboratory program, described in chapter I, to focus on the educational challenges which the individual student presents, and to discourage the notion that sweeping generalizations or standardized approaches will ever be adequate to meet educational and guidance needs of individual students. Activities discussed in following sections have been classified according to type, but it should be remembered that they have been implemented in different ways and for various reasons, depending upon the particular situations and the particular students involved.

Persons and agencies which have contributed to the demonstration program are too numerous to list. We are particularly indebted to the above-mentioned participants and to graduate students who worked far beyond the call of duty on the project. Professors on the University faculty and members of the Laboratory advisory committee have contributed many hours without cost to the project. The Extension Division, School of Education, College of Engineering, College of Letters & Science, and the School of Business have contributed funds and facilities necessary to operate the Laboratory. Outside Wisconsin, persons in many states have worked to provide facilities and secure participants for regional demonstration workshops which were a major aspect of the project.

This project was terminated by the Office of Education 15 months prior to the date originally planned. Consequently the evaluation phase of the program which was to be done in the final year has not been completed. There are many testimonials available concerning the value of the project, and examples of these are included in the report. Testimonials, however, are inadequate substitutes for the solid evidence of change and improvement in school practice which the investigators had planned to obtain. Although examples of school policies and practices are known to have grown out of the demonstration activities and materials, the extent of influence of the project remains a question. Hopefully, in the future, that question can be entertained.

CHAPTER I

BACKGROUND

Because the demonstration project reported in this volume grew out of longitudinal experiences in participating schools of the Research and Guidance Laboratory for Superior Students, it is appropriate to provide a description of the Laboratory program.

The Laboratory, which began as a small cooperative pioneering project of the School of Education and the College of Engineering in February, 1957, is now an officially recognized part of the University of Wisconsin. A committee composed of the Deans of Letters and Science, Engineering, Education, Law, Medicine, Agriculture, and representatives of the School of Commerce and the Extension Division advises the Director of the Laboratory. The work on the Madison campus is done by the writer and a staff of twelve graduate students in guidance. At the Wausau branch, which was opened in September, 1960, the work is done by a former staff member of the Madison Laboratory and one graduate student.

The seventy-five cooperating high schools were those which responded to a brief note in the bulletin of the State Department of Public Instruction to the effect that the University would co-operate with schools in experimentation on the discovery and guidance of superior students. The current participating schools provide an excellent sample of the secondary schools of the State in terms of size and geographic distribution. In size, the range is from schools with ten teachers to one with more than a hundred. This distribution is significant in view of the fact that most previous studies of superior students have been carried out in large cities or in large schools, and the bright student in the small schools has received scant attention. Students are brought to the Madison Laboratory from some communities that are more than 250 miles distant. The schools provide for all travel expenses of the students and staff members who accompany them.

At the time the Laboratory was opened, a crucial decision about the method of selecting students was required. It would have been possible to direct the schools to send only those ninth grade students whose test scores were above some arbitrarily selected figure. Instead of using methods of selection which put too much emphasis on test scores, the Laboratory staff encourages the schools to employ their own selection procedures. The following suggestions are given to the schools in written form, and they are discussed frequently in conferences and in school faculty meetings.

> Since superior students exhibit their superiority in many ways, no single score can be used as the sole criterion on which they should be selected. Teachers' judgments, evidence of a high level of performance in any of the academic fields, students' written performances, high grades, and evidence of high motivation coupled with high test scores can all be used in the identification of potentially superior students.
>
> In some schools, principals have asked teachers to nominate their superior students. The principal then joins a committee of teachers to review the nominations, considers such other factors as those noted above, and makes a list of all the top students nominated. Frequently the list of most highly rated nominees, along with the reasons for their selection, are returned to the teachers for further consideration.
>
> Combinations of some of the following characteristics are usually apparent in superior students.
>
> 1. Large vocabularies which are used easily and accurately.
> 2. Academic work one or more years in advance of their classes.
> 3. They ask many penetrating questions. They want to know the causes and reasons for things.
> 4. A wide range of interests but they may concentrate heavily on one.
> 5. Express themselves well in writing and speaking.
> 6. Spend much time on special projects of their own such as constructing, collecting and writing.
> 7. Tendency to figure out what is wrong with an activity and show how it can be done better.
> 8. Tendency to give refreshing twists even to old ideas.
> 9. They like to get answers to problems, puzzles, and trick questions.
> 10. Other students tend to turn to them for ideas and suggestions when something must be decided.
> 11. They read a good deal and find satisfaction in thinking about and discussing what has been read.

Selection procedures used by the schools have become more effective over the past four years. Average scores of ninth grade students sent to the Laboratory are at the 95th percentile on Form 1A of the School and College Ability Test. Their general performances in school, on other tests, and on written documents suggest that the schools are selecting students of high potential. Apparently teachers can recognize superior students when they are given assistance in doing so, and statements that commonly appear in the literature to the opposite effect seem to have been premature and based on inadequate data. There is evidence to suggest that the process employed at the Laboratory results in greater awareness by school personnel of the characteristics of the total school populations from which the Laboratory subjects are selected.

The Laboratory can take only a sample of the students in any school, demonstrate procedures with them, and encourage schools to use and expand upon the methods employed. The size of the sample from each school depends on the population of ninth graders, but some flexibility is permitted. If schools, after looking over their students, request an increase in the size of their quotas and even in some cases reduction of them, they are permitted to do so.

The students come to the Laboratory for the first time when they are in the ninth grade. They continue to come for a full day at least once each year until they graduate from high school. During their visits the students are tested and counseled. They write personal documents so that counselors can assess their writing skills and learn more about their background, problems, and plans, and they report on their activities orally and in writing. The total performance of the day is interpreted to the student, and all information obtained is shared with him. They are permitted to attend university classes in the subject area of their choice, and they are permitted to visit various studios and laboratories. When a student is beginning to express interest in a particular subject-field, an interview is arranged for him with an authority in that field, and the implications are discussed later with his counselor.

In some cases the students bring samples of their writing, art work, or other productions to the Laboratory for assessment by experts in their fields of interest. The professors give generously of their time for appraisal of the students' performances and provide constructive criticism and encouragement. At least one poet and several artists and writers of considerable promise have been discovered. All members of the university faculty who have been asked to confer with students, permit visits to their classes, and appraise their work have responded with enthusiasm.

After the student returns to his school, a report on each student is sent to the principal. It describes in two or three pages the students' performances, problems, and plans, and it ends with a number of suggestions which the school is asked to consider. The schools usually require each teacher who has the student in her classes to read the reports and follow the reading with participation in a group session in which they are discussed. In the smaller schools all members of the faculty read the report and participate in the discussions.

Members of the Laboratory staff visit the school for a full day shortly after the reports have been sent to the schools. At this time they meet with parents of all participating students. Conferences with parents of sophomores and juniors are held if they are requested. In most cases each father and mother has been seen separately for a short period to permit collection of research data, and then both parents have been brought together for a discussion of their child's performances, problems, and plans. The members of the Laboratory staff also confer with the students' teachers individually or in small groups, and the day is completed with a faculty meeting at which each staff member presents a report on the student with whom he worked. Vigorous discussion of particular students and of general methods of identifying and guiding superior students usually follows.

The Laboratory staff plans to follow these students for many years through their post-high school education and into employment. The first small group of trial subjects who had come to the Laboratory during their four years of high school were graduated in 1960. Follow-up procedures were tried out with them, and control groups of subjects from their college classes were selected. It is anticipated that some 250 new subjects will be added and that approximately the same number will be graduated each year. Continuation of Laboratory practices with those currently in high school and annual follow-up studies of the graduates of each year assures a large population for research purposes.

The Laboratory was designed primarily for research in the discovery and guidance of superior students. It serves also as a place where graduate students in guidance can get supervised practice in counseling and research in guidance. The wealth of longitudinal data permits and will continue to permit exhaustive studies on the characteristics, development, and guidance of the students. It also permits intensive studies of their family and school circumstances.

It was under the conditions described above that practices and procedures employed in the demonstration program were developed. It should be emphasized that with all participating schools in the Laboratory program there is a long-term mutual committment made to provide a systematic and on-going attack on problems of education and guidance of superior students. Formulation of suitable objectives for superior students, and design of feasible ways to implement those objectives, is regarded by the Laboratory and by participating schools as a long-range problem not likely to be solved once and for all by any particular approach.

CHAPTER II

PROBLEM AND RELATED LITERATURE

Perhaps no adequate program of guidance and education for superior students can be accomplished without involving special programming and provisions. Sometimes this programming can be accomplished within the existing school curriculum, but sometimes it may be necessary to innovate and to depart from traditional school practices. The literature contains many suggestions of procedures for the discovery of superior students and the enhancement of their education (Abraham, 1958; Bloom, 1954; Conant, 1959; Havinghurst, 1958; Wagner, 1957; NEA Conference, 1958; APGA-NEA Conference, 1959). Holt (1960) listed over 700 books, monographs and journal reports concerning proposed or experimental superior students programs and suggested practices for schools which were published prior to 1961. Since that time, many others have appeared in Print. Representative of recent publications are those by Holmes (1963), High (1963), Swenson (1963), Bryan (1964), Grollmer (1964), Harshman (1964), Chausow and Zigerell (1964), and the 1962 Yearbook of Education. With but a few exceptions these reports contain discussions of ways to gear school activities to groups of superior students. Although the need for individual planning and programming is more frequently recognized in recent publication (e.g., Cornell and Lodato, 1965; Goldsmith, 1965; Klausmeier, 1963; and Rothney and Sanborn, 1966), the literature in general bears ss relatively little evidence that attention has often been paid to special needs of individual superior students.

Also with but few exceptions, the reports contain very little evaluative material concerning the programs described. Studies by Klausmeier (1963), Aftreth and MacEachern (1964), and Bovee (1964) are unusual in that they are investigations of the effectiveness of superior student programs.

Another feature of the literature on this topic is that it gives almost no clue concerning the extent to which individualized superior student programs are actually carried on in public schools. Reports typically describe programs tried in Laboratory situations; or when the programs are carried on in ordinary school settings, they are often supported by outside funds and designed and supervised by outside personnel. A recent study by Hoedt and Rothney (1963) showed that among a sample of high school principals there was considerable resistance to the use of certain individualized procedures. The most frequent argument that high school principals gave against them was that teachers were not adequately trained to carry them out. The principals also frequently reported the belief that scheduling problems and heavy student work and activity loads precluded offering special superior student opportunities. On the basis of these findings it was suspected that before such activities are likely to be frequently regarded as feasible for public school settings, it must be shown that they can be carried on with local staff and funds, and that the results warrant the effort and expenditure. At the Research and Guidance Laboratory for Superior Students during the past ten years it has been possible to try out some of the suggested procedures and to develop others in 75 schools which constitute a good sampling of public secondary schools. Effectiveness of the practices are determined through on-going follow-up studies of superior students who have graduated from high school and entered post-high school training and careers.

While such studies were continuing, this project was begun to demonstrate to teachers, school administrators, school board members, parents of superior students, and laymen that such procedures are feasible and effective in public school settings, and that they may be effective not only with superior students but also with other youngsters exhibiting a wide range of performances and interests.

The principal objective of this project was to promote widespread use of superior student identification and education programs with an emphasis on individualized attention to the qualities and needs of each student. It was intended that the project should result in:

(A) Adoption of more adequate procedures for the discovery and guidance of superior students in more schools throughout the state, and eventually throughout the nation.

(B) Adaptation of procedures so as to render them feasible to schools of varying size, staff characteristics, and facilities.

(C) More frequent and more adequate cooperation between high school and college staff members in articulating the total educational program.

(D) Evaluation by the schools of the procedures they employ.

The project was implemented by means of publications, a series of 300 training sessions for secondary school faculties in Wisconsin, a series of 16 invitational workshops for key school personnel from various regions of the United States, and special appearances at professional conferences. The nature of these various means is described in the following chapter; and outcomes, so far as they have been possible to determine, are discussed in chapter IV.

CHAPTER III

METHODS AND PROCEDURES

Research and Evaluation

During the 1963-64 academic year Hunt (1964) sent an inventory (See Appendix A) to a sample of 53 Wisconsin secondary schools which had participated in activities of the Research and Guidance Laboratory for Superior Students. This instrument was designed to secure reports of 22 specified types of superior student activities, plus information concerning other programs which had been originated and carried on in the schools. Principals were asked also to report numbers of teachers and students involved in each type of activity, to report names of some students and teachers who might be contacted later in evaluation studies, and to provide their own evaluative comments about each activity tried. On the basis of this preliminary survey, the instrument was refined and the number of specified activities reduced to 18. With the cooperation of the Wisconsin State Department of Public Instruction, the revised inventory (See Appendix B) was sent to all public high schools in the state during the 1964-65 academic year. Returns were secured from 312 high schools (73.5%). Distribution of responding schools, according to enrollment, was as follows:

Classification	Enrollment	Number of High Schools
Small schools	Less than 100	23
	100 - 200	56
	201 - 300	
Medium-sized schools	301 - 400	38
	401 - 500	30
	501 - 700	35
	701 - 900	25
Large schools	901 - 1,100	9
	1,101 - 1,300	14
	More than 1,300	20
Total		312

The schools were classified as small, medium, or large according to enrollments as shown on chart. Analysis of the returns was done to show numbers and percentages of schools within each size classification which reported specified programs for superior students and to provide estimates of total numbers of students and teachers involved in these programs. Principals' evaluative comments regarding each specified program tried in their schools were classified into the following categories:

> Positive: (e.g., ". . . not only helps students acquire information, but also appears to act as a motivation for more intensive study in school." "Excellent -- both boys are now enrolled at the university and are doing well. This program really sets them off." ". . . has been done with much success. The students find it challenging and the teachers rewarding." "This is an idea we intend to expand on.")
>
> Ambivalent: (e.g., "Students are doing well, but this program has forced them to work too hard." "For one student this was a good idea, but for the other it was not." "Although the program appears to be successful with students presently involved, I am still not 'sold' on the idea." "We do not push this idea, but now and then we allow it.")
>
> Negative: (e.g., "Overloaded the student." "We tried this in 1963-64, but discontinued." "The students themselves seem strongly opposed to our continuing this practice." "This proved to be very unsatisfactory in our specific case." "This practice needs review.")
>
> Other: (e.g., "After we implemented this, the board made a policy against it." "We are in the first year of this program--need more time for adequate evaluation." "Our facilities limit us in this program.")

Results of this survey are discussed in chapter IV. Originally they were to be compared with results of a repeat survey after the close of the five-year demonstration period to determine the amount of increase in use of the procedures covered on the instrument. Although this was not accomplished, there were nevertheless certain uses to which the initial results could be put. Several studies were done to follow up students who were named in the survey as having been involved in certain special activities. Examples of these are: (1) Follow-up of students who were accelerated; (2) Evaluation of a procedure whereby high school students take college courses for credit on a part-time basis; (3) Evaluation of certain procedures in contacting parents and stimulating parent action; and (4) Evaluation of a procedure for encouraging students to initiate action in their schools to implement Laboratory suggestions. Results of these studies were utilized in demonstration programs and workshops throughout the four years that the project was supported.

DEMONSTRATION ACTIVITIES

Television program. One of the initial demonstration programs was an unrehearsed panel discussion covering characteristics of superior students, identification procedures, and problems of their guidance and education. The panel consisted of superior students, members of the Laboratory staff, and a moderator who was on the staff of WHA-TV, Madison, Wisconsin where the program was presented in August, 1964.

Teacher training sessions. As a regular part of Laboratory activities in participating schools, a faculty meeting or in-service training session was carried on every year in every school. Shortly after students made their annual visits to the Laboratory, written reports concerning each student were sent by mail to the school. Each of these reports presented the Laboratory viewpoint concerning the student's individual characteristics and needs, and each report contained a list of suggestions to the school of ways it might provide more adequate guidance and educational opportunities for the student. (Sample copies of these reports are included in Appendix C.) In the schools, these reports were circulated and read by faculty members. Thus it was hoped to inform every teacher beforehand of issues and topics to be discussed at the annual training session.

A few days after the reports were sent, a team of Laboratory staff members visited the school for a full day, part of which was spent interviewing parents of superior students, and part of which was spent in the faculty training session. Ordinarily the suggestions made to the school in written reports were discussed with both the student and with his parents prior to the time the faculty meeting began. Thus Laboratory staff members could assist the school to share thoughts and viewpoints of parents and students as well as of Laboratory and school staff members.

The training sessions were organized so as to permit both group discussion and individual conferences with faculty members. General topics and questions concerning guidance and education of superior students were covered, and usually also there was both group and individual discussion of specific students. Meetings of this type were held every year in each of the 75 schools which participate in the on-going Laboratory program. Over the four-year period of the demonstration program, 300 such meetings were presented.

School visitation programs. Members of the Laboratory staff made many school visits at the request of local school officials. Most of these were for requests which could be satisfied in a single visit or two. Others involved long-term programs. The most outstanding of these was carried on at Winneconne, Wisconsin.

At the request of the Superintendent of Schools at Winneconne, a series of monthly visits to the high school was carried on throughout the 1964-65 academic year. On the day of each visit, selected teachers were released from their classroom duties for the entire day to spend the time discussing problems and ideas for educating superior students. Usually the teacher group was composed of persons in a single subject field, or in two closely related subject fields (e.g., mathematics and physics). The conferences were attended by a team of two to four Laboratory staff members. By the time the academic year was over, every faculty member had been able to attend at least two of these day-long conferences. Thus it was possible to do follow-up discussion of topics and to get evaluative remarks of teachers concerning ideas they had tried.

Much credit must be given to the administration at Winneconne for the implementation of this program. Perhaps the policy of releasing teachers from class time for this program was as important to its success as any other feature, carrying with it, as it did, the implicit message that the work was important enough to do by the school during school time. Winneconne has since developed unique innovations in educational programming for superior students, (See chapter IV), and the ideas developed there have been discussed in many other schools.

WORKSHOPS AND REGIONAL CONFERENCES

Beginning in 1964, the Laboratory offered to present a two-day invitational workshop on identification, guidance, and education of superior students at no cost to professional groups or agencies which would furnish facilities and secure participants. A short announcement of the workshops, containing background information about the Laboratory and a tentative program was prepared (See Appendix D) and distributed to professional persons and educational agencies in all states. Announcements also appeared in professional journals and in a newsletter regularly sent out by the Section on the Gifted of the National Vocational Guidance Association. Many requests for the workshops were received, and they were presented as often as it was possible to schedule them.

Persons who attended the workshops were ordinarily key educational personnel from school districts, state departments, and higher education who resided in the area. Usually the workshops were sponsored by a college or university which furnished meeting rooms and other needed facilities. A member of the staff of the host institution, working together with school officials and state department members selected about 40 workshop participants by invitation from as many different school districts as possible in the state or area. At a workshop in Chico, California, for instance, participants came from San Francisco and districts north of San Francisco; whereas at a workshop held at the University of Connecticut, people from Massachusetts, Connecticut, and Rhode Island were in attendance.

Students in teacher or counselor training programs attended workshops held on campuses where they were enrolled.

Case materials from the Laboratory files were the major vehicles employed. General discussions and background presentations were included, but a major portion of the time was devoted to case analysis and discussion of issues, plans, and activities concerning individual students. A chief purpose of each workshop was to promote more attention to individual characteristics and needs and to demonstrate how schools can assess and respond to individual students. Also demonstrated was the unique and on-going University-public school relationship which is a part of the Laboratory program.

A sample copy of a workshop program is included in the Appendix, as are examples of certain case materials used in the workshops.

During the four years that the project was in effect, two-day workshops were presented at the following locations

Green Bay, Wisconsin
Montgomery County, Pennsylvania
Tampa, Florida
Oswego, New York
Amherst, Massachusetts
Storrs, Connecticut
Los Angeles, California
Wichita, Kansas
Durham, North Carolina
Honolulu, Hawaii
Chico, California

Invitational workshops were also presented during each of the national conventions of the American Personnel and Guidance Association during the 1964-68 period. Public school people from all parts of the United States and some foreign countries attend these conventions. Persons from regions near the convention location were most frequently invited to attend the workshops. In 1965 the convention was at San Francisco, in 1966 at Minneapolis, in 1967 in Dallas, and in 1968 at Detroit. At each of these convention workshops, about 30 persons were in attendance.

After each workshop was concluded, the Laboratory sent every participant a packet of materials (See Appendix E) containing superior student identification criteria, copies of various appraisal instruments used at the Laboratory, and examples of means used to communicate with parents and school faculty members. Participants were encouraged to use any or all materials, or modifications of them, wherever appropriate in their own school systems.

In total, the workshops were attended by 369 persons from 32 states and three foreign countries. A mailing list of workshop participants is included in Appendix F and samples of their reactions to the workshops are also provided there.

On-campus workshops. An on-campus workshop for high school principals was held at the Wausau Center of the University of Wisconsin in November, 1967. It was originally intended to hold this workshop during a summer session, but it became evident that principals would be more likely to attend if the workshop was held during a winter month. Hence the change from original plans. The purpose of the workshop was to share practical problems and ideas in implementation of superior student programs in the high school. Workshop presenters were high school principals selected by the Laboratory because of exemplary programs in their schools.

Special programs. Two programs were presented at the request of professional organizations. The first of these was at the 1967 Annual Convention of the North Central Association of High Schools and Colleges, Chicago, Illinois. The program consisted of a presentation panel discussion, and a 42-page mimeographed exhibit to clarify the role of the school counselor. The mimeographed exhibit consisted of case materials, examples of appraisal methods, and means of soliciting student, parent, and faculty action employed by the Laboratory. The second program was presented at the Annual Convention of the Wisconsin Association for the Professions, Madison, on the topic: "Vocational Guidance Responsibilities of the Professions."

PUBLICATIONS

A 49-page booklet entitled Identifying and Educating the Superior Student in Wisconsin High Schools was printed and distributed throughout the United States. (Copies of the handbook accompany this report). Among other things the handbook contains a section on identifying superior students, discussions of 16 specific practices which may be employed in their education, and a chapter on working with parents of superior students. All procedures discussed in the handbook are ones which had been previously implemented in participating Laboratory schools.

The handbook was distributed to every secondary school in Wisconsin, to departments of public instruction in all other states, and on request to many other educators. The handbook was not copyrighted and recipients were encouraged to utilize materials it contained.

SUMMARY

The principal means used in the demonstration project were faculty in-service training programs and invitational workshops described above. These procedures allowed for the informal discussion and participation highly valued by Laboratory staff members. Secondary means were publications, formal presentations, and a mass media program. Several features of the original demonstration plan had to be cancelled, since they were to be accomplished after the date of early termination of the project. Nevertheless, those aspects of the project which were accomplished involved participation of many educators from nearly all parts of the United States. Also during the period of the project more than thirty graduate students have been employed by the Laboratory to carry on direct work with students, parents, and teachers. These persons now occupy key positions in public schools and teacher education institutions throughout the country. It is expected that the influence of the project will be felt where they work. Results, so far as it has been possible to determine them, are presented in the following chapter.

CHAPTER IV

RESULTS

It was originally intended to secure systematic evaluation data on the results of various procedures used in the demonstration. Evaluation of the entire project was scheduled for the period September 1968 - June 1969. Since the project was terminated by the Office of Education prior to that period, most of the evaluation could not be accomplished. Consequently this chapter contains results of the initial survey plus the sketchy evidence of the value of the demonstration activities available at the time of this report.

INITIAL SURVEY

As described in chapter III, all Wisconsin secondary schools were surveyed to determine the extent to which 18 specified types of superior student activities had been implemented in the schools during the three most recent years. Results of the survey are reported below. Activities have been grouped according to whether they were procedures implemented for individual students (see Tables 1 and 2) or whether they were programs designed for groups of superior students (see Tables 3 and 4).

A major limitation of this survey was that about one-fourth of the schools to which inventories were sent did not respond either to the original communication or to a follow-up letter six weeks later. (Later it was discovered that some schools were not permitted to respond by central administrative policy!) There was no way to determine the extent to which responding schools represented the total population. It is speculated that had all schools responded, the percentages which reported implementing the various procedures would have been smaller.

Table 1 shows numbers and percentages of large, medium sized, and small schools which reported having implemented individualized programs for superior students during the three years immediately prior to the survey.

1. Try-out Vocational Experiences. Exploratory vocational experiences may be of particular value to superior students, whose interests are usually broad and who show strong potential in many areas. Try-out vocational experiences may enable them to relate what they observe in the career environment to personal values and objectives not easily identified through discussion and difficult to inventory by any standardized means. Study of Table 1 shows that fewer than one-fifth of the reporting schools used this procedure. Actually a significant proportion of the programs reported were primarily for students in commercial courses who did secretarial work in local business firms. The Table also shows that the frequency with which this activity was offered was related to school size. Larger schools had more often arranged for such experiences than had smaller schools.

Figures in Table 2 indicate that among those principals who reported having tried exploratory vocational opportunities, there was a general feeling that the activity was worthwhile. About three-fourths of their evaluative remarks were positive. "It has allowed students to discover what further training might be necessary and what direction such training might take," said one principal. "This (experience) has benefitted students to a great degree," said another. "Some have even found out that they are not suited to certain work after trying it out." A third principal reported that "the department head, teachers, students, and employers have all expressed great satisfaction with this program." Only about two per cent of the evaluative comments were negative.

2. Auditing Classes. Class and activity schedules of superior students are often heavy. Many times they cannot enroll in courses they would like to take because of scheduling problems or course load limitations. Schools can provide special opportunities for students in areas that are not highest on their priority list for credit courses by allowing them to audit classes during study hall periods. This may mean that the student cannot attend the class each time that it meets. He may have another activity, such as physical education or driver education, which he attends two or three days per week.

About 15 per cent of the responding principals indicated that they had provisions in their schools for auditing classes. (See Table 1). Again the practice was most frequent among large schools, which offered this opportunity more than twice as often, proportionately, as did small schools. Reports from schools of all sizes, however, indicated that auditing had been tried with superior students interested in beginning or advanced experiences in a variety of areas. Most frequently the students sought part-time experiences in fine arts, music, industrial arts, speech, debate, dramatics, and typing. The plan has been tried also for students wishing to pursue either beginning or advanced laboratory experiences in chemistry, physics, biology, and foreign languages. Reports of audit experiences in English, literature, and social studies were conspicuously infrequent.

Among those who reported auditing programs, about two-thirds gave positive evaluations (See Table 2). "Particularly valuable," said one principal, "for those students scheduled for five academic subjects to enrich their programs in the arts." "This is a practice that is very worthwhile," said another with respect to an auditing program in physics and chemistry laboratories, "but it is necessary to be very selective when granting permission to audit." "This is a practice that has been expanded during the past four years," said a third principal, "and which should be expanded more." "Though art is not a special interest or challenge to him," remarked a principal concerning a particular outstanding junior boy, "he feels that he has a broader experience now." Several principals commented on the need to consider each case on its individual merit and to be reasonably selective in this practice. "School management and the matter of where to draw the line need to be considered," said one.

The questionnaire itself apparently provided a number of principals with ideas for future trial. With respect to the auditing procedure, for example, one principal stated plans to "definitely explore the possibilities in this area and try to do something concrete during the 1965-66 school year."

3. Full-credit Enrollment in Two Simultaneous Classes. Occasionally schools will allow very outstanding students to enroll for credit in two classes which meet at the same time. By arrangement with the teachers the student attends the classes alternately and studies independently perhaps more than those who attend all five days per week.

Only twenty-two schools (7.3% of all high schools responding) reported having experience with this procedure. The smaller schools, perhaps because of necessities arising from scheduling problems, reported implementing the procedure more frequently than the large schools (See Table 1). Among principals who had experience with the program, nearly three-fourths gave positive evaluations (Table 2), and about seven per cent gave negative evaluations. Even among those giving positive evaluations, however, there was some concern expressed regarding the danger of overloading the student. One interesting negative comment was: "Not good -- since each teacher felt the student should spend the most time in his class."

Table 1

Individualized Programs for Superior High School Students:
Number of High Schools, Students and Teachers Involved

Program	School Size	Schools Involved		Personnel Involved	
		Number	Percent*	Number of Students	Number of Teachers
1. Try-out vocational experiences	Small	20	14.1	260	40
	Medium	25	19.5	657	58
	Large	10	23.2	496	29
	Total	55	17.6	1,413	127
2. Auditing classes	Small	17	12.0	87	19
	Medium	20	15.6	98	13
	Large	11	25.5	170	12
	Total	48	15.3	355	44
3. Enrollment in two simultaneous classes	Small	9	6.3	54	14
	Medium	11	8.5	27	10
	Large	2	4.6	3	2
	Total	22	7.3	84	26
4. Independent studies	Small	26	18.4	209	32
	Medium	31	24.2	306	83
	Large	7	16.2	84	15
	Total	64	20.5	599	130
5. Enrollment in college classes	Small	2	1.4	3	-
	Medium	9	7.0	28	-
	Large	8	18.6	146	-
	Total	19	6.1	177	-
6. Early college admissions	Small	6	4.2	7	-
	Medium	7	5.4	17	-
	Large	5	11.6	11	-
	Total	18	5.8	35	-
7. Early graduation from high school	Small	9	6.3	14	-
	Medium	17	13.2	63	-
	Large	12	27.7	148	-
	Total	38	12.2	225	-

* Percentages based on total number of schools classified as Small (N=141), Medium (N=128), and Large (N=43)

Table 2

Individualized Programs for Superior High School Students:
Principals' Evaluative Remarks

Program	Percent of Evaluative Remarks Classified As:			
	Positive	Ambivalent	Negative	Other*
1. Try-out vocational experiences	74.5	9.8	1.9	13.8
2. Auditing classes	60.7	14.2	17.8	7.3
3. Enrollment in two simultaneous classes	72.4	10.4	6.8	10.4
4. Independent studies	62.7	13.9	16.2	7.2
5. Enrollment in college classes	60.8	13.1	4.3	21.8
6. Early college admissions	50.0	21.4	7.2	21.4
7. Early graduation from high school	30.7	28.2	30.7	10.4

* e.g., "Have not had time to evaluate." "This was done only as an emergency measure."

4. Independent Study. Perhaps independent studies programs need little explanation. Typically in such programs students enroll for credit with a teacher in order to pursue either introductory or advanced work.

In a few cases, independent studies programs were arranged for students to explore areas not typically covered in high school. One school allowed students to enroll for independent study in psychology. "Most of the students selected work in the areas of personality theory, perception, intelligence, and mental illness," reported the principal. "The students and teacher felt that the program was highly successful. Two of the students are now majoring in psychology (in college) and one plans to work for a Ph.D. in psychology."

Among the principals' evaluations of independent studies programs, about sixty-three percent were favorable and about sixteen percent were unfavorable (See Table 2). Those reporting unfavorably expressed concern about the amount of teacher time involved and about lack of follow-through on the part of some students. Favorable reactions frequently focused on advantages to the student which accrued from having both the freedom and the responsibility to plan and work "on his own." "The independent study programs teach much more than the course material," said one principal. "They teach the student self-reliance." A need for this type of learning in high school has been stressed in Research and Guidance Laboratory follow-up reports written by hundreds of superior students who have gone on to college.

5. Enrollment in College Classes. In the March, 1963, issue of the NASSP Bulletin, Baxter and Jones reported on a study carried on in Ohio to appraise a program "wherein the student is not removed completely from the high school environment, but enrolls for college courses concurrent with his high school enrollment." Their study involved 179 high-school-age students who were enrolled part-time on the Miami University campus. The results indicated that superior high school students achieved an overall level of academic performance higher than that commonly achieved by lower division college students, that they performed as well academically as college students of comparable ability, and that both the college instructors and the students involved were generally favorable in their attitude about the program.

Results of the present study involving 177 students, also indicate that this procedure may hold considerable promise for selected superior students who attend high schools within convenient distance of a college, university, or extension center. As is shown in Table 2 about two-thirds of the reporting principals gave positive evaluative comments regarding their experiences with this procedure. Only about four percent gave negative comments.

Again, large schools implemented the program much more often, proportionately, than did small schools. About eighty-three percent of all students who took college courses were from large high schools. This might be accounted for in part by the fact that large high schools in Wisconsin are nearly all located conveniently to colleges, both in terms of proximity and in terms of transportation.

6. Early College Admissions. The term "early college admissions" is used here to refer to a specific program of acceleration, the details of which differ importantly from programs which accelerate students through high school in less than four years. Under the early admission plan, selected superior students can be admitted as full-time students to some colleges before they receive their high school diplomas.

Early admission is based on mutual agreement of the college, the high school, the student, and his parents, that in the student's specific case the plan is appropriate. Major consideration is given to whether, in the judgment of high school officials, the student has exhausted meaningful high school offerings. This means that typically the early admissions candidate has taken courses "beyond his grade level" while in high school, but it does not necessarily mean that he has completed enough units of credit to qualify for high school graduations.

A student who is selected for early admission may enroll as a full-time college student after he completes grade ten or eleven in high school. The work he does in college applies toward a degree, but at the same time may be counted by his high school as credit toward graduation. Upon satisfactory completion of one or two years' academic work in the college, the student may receive his high school diploma.

Early admission, like other programs of acceleration, warrants careful consideration based on the salient facts of each individual case. It does appear to have the advantage of providing an "escape hatch" back into high school, and its mechanics are such that the student need not cram into two or three years the ordinary four-year high school load in order to graduate ahead of schedule.

According to principals' reports, thirty-five students in the schools surveyed entered college via early admission during the period covered by the survey (Table 1). About twice as many large schools, proportionately, implemented early admissions procedures as did small and medium-sized schools. Based on estimated total enrollments in schools of the three size classes (about 26,000 in small schools, 68,000 in medium-sized, and 56,000 in large schools), the data show that on a per capita basis small school students were given this opportunity at least as frequently as were students in the larger schools. About two students in every 10,000 from large and medium-sized schools were involved in this type of program; whereas about three in every 10,000 from small schools were involved. Inasmuch as a crucial consideration has to do with the high school curricular possibilities available to the student, it might be expected that early admission would be appropriate for small school students more often on a per capita basis than it would for students who attend larger schools.

The percent of principals giving positive evaluative comments regarding early admission (50%) was smaller than that observed in connection with any of the procedures previously discussed (Table 2). The percentage of remarks clsssified as "ambiguous" was larger. The principals frequently made comments only with respect to specific cases. Ambiguous comments usually involved two or more cases, some of which were thought successful and some of which were thought unsuccessful. Only about seven per cent of the comments were negative. When their comments were favorable or unfavorable, most principals appeared to agree that students who participate must be carefully selected on the basis of individual considerations which cannot well be generalized.

7. Early Graduation from High School. More than two hundred students were reported as having completed the four-year high school program in three years or less. About two-thirds of these students attended large high schools (Table 1). This type of acceleration was reported by more than twice as many schools, and involved about six times as many students, as did the early admissions program. Yet it drew fewer positive comments and significantly more negative ones from principals than did any of the programs previously discussed (Table 2). Early graduation was the only procedure included for which only a minority (30.7%) of the principals gave positive evaluations.

As was the case with respect to early admission, principals' positive evaluative comments were phrased in terms of specific students. "Sarah is doing an excellent job in college" said one principal, "but it is too early to evaluate John as he is just beginning college work. We feel he is not ready socially for college." Negative remarks were more frequently general in nature, for example: "We recommend four years of high school." "I would not recommend this on the basis of past experiences." "While each of the above (named) did well, I still don't favor the idea of completing high school in three years."

In summary, the individualized programs specified were implemented only infrequently, whether in terms of percentages of schools or in terms of numbers of students involved. In no case did more than about one school in five report trial of a given procedure. In no case did the number of students involved amount to more than a fraction of one per cent of all students in the reporting schools. Experiences with students who participate in the Research and Guidance Laboratory for Superior Students have led to the belief that (early admission and early graduation excepted) these procedures, employed either singly or in various combinations, might well be appropriate for most high school students who perform in the top five per cent according to common standards used for their age range and grade in school. If this belief is correct, then it follows that most of the procedures could be employed with many times the number of students who were reported to have been involved, and in many times the number of schools.

There apparently was more willingness to try procedures which entail adding to the ordinary high school program than to implement those which entail deletion from it. Enrollment in two simultaneous classes, for instance, involves deletion in the sense that students who do it cannot follow the traditional pattern of class attendance. They must do one thing (independent work) in lieu of another (required class attendance). Very few schools tried such a procedure--and with only very few students. This was the case also with independent studies when that procedure was used to replace rather than to supplement coursework.

Finally, the results were encouraging at least in the sense that those principals who reported having implemented the procedures, in general, felt that their efforts had been worthwhile. Only in the case of early graduation were their evaluative remarks typically other than positive.

GROUP PROGRAMS

Activities listed in Table 3 have been classified as group programs because they are designed to serve more than a single individual. By and large they are "standardized"

Table 3

Group Programs for Superior High School Students:
Number and Percent of High Schools Involved

Program	School Size	Schools Involved	
		Number	Percent
1. Short-term symposia, workshops, institutes- (Less than 1 semester)	Small	29	20.5
	Medium	32	25.0
	Large	13	30.2
	Total	74	23.7
2. Long-term seminars (Semester or academic year)	Small	7	4.9
	Medium	29	22.6
	Large	13	30.2
	Total	49	15.7
3. Advanced classes which go beyond ordinary school offerings	Small	32	22.6
	Medium	39	30.4
	Large	20	46.4
	Total	91	29.1
4. Substitution of higher level courses for those ordinarily taken in a given grade level	Small	37	26.2
	Medium	40	31.2
	Large	10	23.2
	Total	87	27.8
5. High school correspondence courses	Small	27	19.1
	Medium	35	27.3
	Large	16	37.2
	Total	78	25.0
6. College correspondence courses	Small	15	10.6
	Medium	10	7.8
	Large	7	16.2
	Total	32	10.2
7. Summer courses specifically for enrichment.	Small	35	24.8
	Medium	58	45.3
	Large	27	62.5
	Total	120	38.4

Table 3 continued

Program	School Size	Schools Involved	
		Number	Percent
8. Advanced placement (CEEB)	Small	4	2.8
	Medium	4	3.1
	Large	14	32.5
	Total	22	7.0
9. College summer academic institutes (e.g. NSF institutes)	Small	42	29.3
	Medium	77	60.1
	Large	32	74.4
	Total	151	48.3
10. Parent participation in providing enriched educational experiences	Small	27	19.1
	Medium	35	27.3
	Large	16	37.2
	Total	78	25.0
11. Use of facilities outside of school during school time	Small	5	3.5
	Medium	28	21.8
	Large	10	23.2
	Total	43	13.7

Table 4

Group Programs for Superior High School Students: Principals' Evaluative Remarks

Program	Percent of Evaluative Remarks Classified As:			
	Positive	Ambivalent	Negative	Other*
1. Short term symposia	82.4	4.0	1.3	12.3
2. Long term seminars	81.6	6.1	8.1	4.2
3. Advanced classes	86.8	6.5	3.2	3.5
4. Substitution of courses	77.0	6.8	4.5	11.7
5. High school correspondence study	66.6	10.2	15.3	7.9
6. College correspondence study	68.7	12.5	12.5	6.3
7. Summer courses	74.1	7.5	9.1	9.2
8. Advanced placement	63.6	18.2	9.1	9.1
9. College summer institutes	87.4	7.2	1.5	3.9
10. Parent participation	73.0	7.6	6.4	13.0
11. Use of facilities outside the school	69.7	11.6	9.3	9.4

* e.g., "Have not had time to evaluate." "This was done only as an emergency measure."

procedures, repeated again and again for different groups of students. Rather than being based on specific characteristics and needs of a single individual, they are based on more general thoughts about what superior students need.

As the figures in Tables 2 and 3 show, most group activities were more commonly implemented than was true of the individual programs. In no case, however, did more than half of all responding schools indicate that a procedure had been implemented. Typically, group programs were accomplished more often in the larger schools than in the smaller ones, as was true of individual programs.

Figures in Table 4 show larger percentages of positive evaluations of the group programs than was typical of individual procedures. Ambivalent responses were less frequent as were responses in the "other" category.

In general, then, the results showed greater tendency of the schools to attempt group procedures and more frequent positive evaluations of group procedures. This was perhaps to be expected, since schools ordinarily design programs to meet needs of groups. The results indicated also, however, low proportions of the total number of reporting schools involved in any of the procedures. The only procedure that even approached use in half of the schools was the NSF-type summer institute. This type of program is not actually offered by the school, but rather by colleges and universities which invite high school students to apply. Thus the results were thought to demonstrate need for more frequent implementation of the programs covered.

TEACHER TRAINING AND SCHOOL VISITATION PROGRAMS

The Laboratory has consistently worked to promote special programs and provisions for superior students in participating schools. Results have heen many and varied. Independent study, part-time college attendance, variations in class enrollemnt and attendance requirements, special projects, seminars, advanced classes, and summer courses exemplify types of provisions made. Sometimes the provisions have been designed with a single student in mind, and sometimes they have been instigated for groups. Perhaps an outstanding example is the Independent and Free Study Schedule (See Appendix G) devised by the faculty at Winneconne, Wisconsin. The schedule provides needed flexibility in the school program for superior students. Experience with the schedule has led to the belief that it may serve needs of many other students as well.

THE WORKSHOPS

Due to the early termination of the project no formal attempt has been made to evaluate invitational workshops which were a major feature of the demonstration project. The writers received many letters and written comments from workshop participants, however, and samples of these are included in the Appendix. It is questionable to assume that this type of information provides much evaluative data. One always wonders what those who did not write would have to say. Also there is the important question of how workshop participation affected subsequent practice in schools from whence the participants came. Nothing is known about this.

A mailing list of all workshop participants is included so that future evaluation can be done if desired.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS

In the absence of systematic evaluation data, there is little to be said here which may be classified as "conclusion." Personal experiences of Laboratory staff, both in connection with this project as well as in the total Laboratory program, have led to the following remarks and recommendations.

1. As the initial survey showed, provisions of the type this demonstration project was to promote have not been common in secondary schools in Wisconsin. Nor are they to be common in schools of other states. It is suspected that only a very small percentage of all superior students are fortunate enough to attend schools where systematic attention is paid to their special educational and guidance needs. The U.S. Office of Education, state departments of public instruction, and colleges and universities should continue to provide vigorous leadership and support to improve education for this important group of students. In this day it seems fashionable to concentrate energies and resources on other groups in the total population. Such concentration is needed, but it should not result in neglect of superior students, or of any other group. Leaders in education should, by their behavior as well as by their words, show equal concern for educational needs of all pupils in all schools. To concentrate on one group to the exclusion of others is to violate a fundamental goal of American education.

2. More state and regional demonstration agencies are needed to work longitudinally with schools in improving educational opportunities for superior students. Schools are likely to be slow to change. One-shot consultations and short-term contacts seem less likely to bring about change than a systematic approach to

schools which involves long range association, regular contact, and follow through on the part of both the school and the demonstration agency.

3. Throughout the demonstration project the Laboratory focused on the individual student. Basic principles involved in the program of appraisal, counseling, parent contacts, communications with school staff, and action taken are principles which apply alike to all school pupils. More efforts should be made to demonstrate to schools how the individuality of the student--whether he is a superior student or not--should be considered in planning his education. Schools should be encouraged more frequently to provide flexibility in their policies (e.g., the Independent and Free Study Schedule in Appendix G) and procedures so that individual needs of all students can be met more adequately.

APPENDIX A

Programs to Provide for Superior Students

March 11, 1964

As you know, we are concerned with the programs being carried on for enrichment of all the superior students in Wisconsin high schools. At this time, we are interested in learning about special programs for superior students in your school. The questions on the following pages are designed to determine:

1. Which programs you are presently using and are planning to continue next year.
2. What programs you are presently using but are planning to discontinue next year, and the reasons for dropping them.
3. What programs you are not presently using, but have used within the last three years. We would like to know why you dropped them.

We would also like the names of several of the students and teachers involved in the programs you are presently using, or have used within the past three years. We will probably ask this sample of people to give us more detailed information at a later date. The last item in the questionnaire will give you an opportunity to boast about programs in your school about which you are particularly proud.

We would appreciate it very much if you would complete this material as soon as possible, and return it to us. Thank you again for your co-operation.

Sincerely,

Dr. J.W.M. Rothney

Programs to Provide for Superior Students

Check one column for each of the items.

Now using and will continue.	Now using and will not continue.	Used during the last 3 yrs., but not continued.	Has never been used.	
___	___	___	___	1. If a student has a study hall and another activity on alternate days, he may audit a class instead of going to study hall.
___	___	___	___	2. Students may enroll in two classes which meet at the same time and attend alternately, or as instructors arrange it.
___	___	___	___	3. Students may participate in independent studies programs in which they sign up for credit with a teacher, but no scheduled classes are held.

1. If a student has a study hall and another activity on alternate days, he may audit a class instead of going to study hall.

Sample of students involved.	Sample of teachers involved.	Estimated total of teachers involved over last 3 years.	Estimated total of students involved over last 3 years.
1.	1.		
2.	2.		
3.	3.		
4.	4.		
5.	5.	___	___

Reasons for discontinuing if you have done so, or are planning to do so next year.______________________________

____

____

____

2. Students may enroll in two classes which meet at the same time and attend alternately, or as instructors arrange it.

Sample of students	Sample of teachers	Estimated total of teachers	Estimated total of students
1.	1.		
2.	2.		
3.	3.		
4.	4.	___	___
5.	5.		

Reasons for discontinuing:______________________________

____

____

____

3. Students may participate in independent studies programs in which they sign up for credit with a teacher, but no scheduled classes are held.

Sample of students	Sample of teachers	Estimated total of teachers	Estimated total of students
1.	1.		
2.	2.		
3.	3.		
4.	4.	___	___
5.	5.		

Reasons for discontinuing:______________________________

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____

____

Now using and will continue.
Now using and will not continue.
Used during the last 3 yrs., but not continued.
Has never been used.

___ ___ ___ _ 4. Students are encouraged to form and take part in discussion groups on topics not handled in the regular classroom.

Sample of students	Sample of teachers	Estimated total of teachers	Estimated total of students
1.	1.		
2.	2.		
3.	3.		
4.	4.	____	____
5.	5.		

Reasons for discontinuing: ______________________________
____
____
____

___ ___ ___ _ 5. Students may participate in the Advanced Placement Program.

Sample of students	Sample of teachers	Estimated total of teachers	Estimated total of students
1.	1.		
2.	2.		
3.	3.		
4.	4.	____	____
5.	5.		

Reasons for discontinuing: ______________________________
____
____
____

___ ___ ___ _ 6. Summer courses are offered for enrichment and advancement.

Sample of students	Sample of teachers	Estimated total of teachers	Estimated total of students
1.	1.		
2.	2.		
3.	3.		
4.	4.	____	____
5.	5.		

Reasons for discontinuing: ______________________________
____
____
____

___ ___ ___ _ 7. Students may attempt to complete four years of high school in three years or less, to receive their high school diplomas.

Sample of students	Sample of teachers	Estimated total of teachers	Estimated total of students
1.	1.		
2.	2.		
3.	3.		
4.	4.	____	____
5.	5.		

Reasons for discontinuing: ______________________________
____
____
____

Now using and will continue.

Now using and will not continue.

Used during the last 3 yrs., but not continued.

Has never been used.

8. Students may take college courses at a college, while still in high school.

Sample of students	Sample of teachers	Estimated total of teachers	Estimated total of students
1.	1.		
2.	2.		
3.	3.		
4.	4.	___	___
5.	5.		

Reasons for discontinuing:

9. Students may take college courses by correspondence, while still in high school.

Sample of students	Sample of teachers	Estimated total of teachers	Estimated total of students
1.	1.		
2.	2.		
3.	3.		
4.	4.	___	___
5.	5.		

Reasons for discontinuing:

10. Students may enter college under the early admissions plan approved by the University of Wisconsin and many other colleges and universities.

Sample of students	Sample of teachers	Estimated total of teachers	Estimated total of students
1.	1.		
2.	2.		
3.	3.		
4.	4.	___	___
5.	5.		

Reasons for discontinuing:

11. Students may act as laboratory assistants in science classes.

Sample of students	Sample of teachers	Estimated total of teachers	Estimated total of students
1.	1.		
2.	2.		
3.	3.		
4.	4.	___	___
5.	5.		

Reasons for discontinuing:

Now using and will continue.	Now using and will not continue.	Used during the last 3 yrs., but not continued.	Has never been used.	
___	___	___	___	12. Students may act as assistants in classes other than science classes.
___	___	___	___	13. Students may participate in special reading groups.
___	___	___	___	14. Students may participate in the Science Talent Search Program.
___	___	___	___	15. Students may participate in the Junior Engineering Technical Society.

12. Students may act as assistants in classes other than science classes.

Sample of students	Sample of teachers	Estimated total of teachers	Estimated total of students
1.	1.		
2.	2.		
3.	3.		
4.	4.	___	___
5.	5.		

Reasons for discontinuing: ______________________________

____

____

____

13. Students may participate in special reading groups.

Sample of students	Sample of teachers	Estimated total of teachers	Estimated total of students
1.	1.		
2.	2.		
3.	3.		
4.	4.	___	___
5.	5.		

Reasons for discontinuing: ______________________________

____

____

____

14. Students may participate in the Science Talent Search Program.

Sample of students	Sample of teachers	Estimated total of teachers	Estimated total of students
1.	1.		
2.	2.		
3.	3.		
4.	4.	___	___
5.	5.		

Reasons for discontinuing: ______________________________

____

____

____

15. Students may participate in the Junior Engineering Technical Society.

Sample of students	Sample of teachers	Estimated total of teachers	Estimated total of students
1.	1.		
2.	2.		
3.	3.		
4.	4.	___	___
5.	5.		

Reasons for discontinuing: ______________________________

____

____

____

Now using and will continue.
Now using and will not continue.
Used during the last 3 yrs., but not continued.
Has never been used.

____ ____ ____ ____ 16. Describe any special organizational activities in which the students may participate that are not mentioned in items 13, 14, or 15. Describe the activity, name some of the teachers and students that have been involved, and estimate how many students and teachers have been participating in the activity in the last three years.

____ ____ ____ ____ 17. Special facilities (e.g. darkrooms, radio studios, greenhouses, observatories), books and periodicals for special interest groups are provided.

Sample of students	Sample of teachers	Estimated total of teachers	Estimated total of students
1.	1.		
2.	2.		
3.	3.		
4.	4.	____	____
5.	5.		

Reasons for discontinuing: ______________________________
____
____
____

____ ____ ____ ____ 18. Students may use facilities outside of the school during school time, (e.g. library) when their class work is satisfactory.

Sample of students	Sample of teachers	Estimated total of teachers	Estimated total of students
1.	1.		
2.	2.		
3.	3.		
4.	4.	____	____
5.	5.		

Reasons for discontinuing: ______________________________
____
____
____

____ ____ ____ ____ 19. Try-out vocational experiences are arranged for students interested in particular occupations.

Sample of students	Sample of teachers	Estimated total of teachers	Estimated total of students
1.	1.		
2.	2.		
3.	3.		
4.	4.	____	____
5.	5.		

Reasons for discontinuing: ______________________________
____
____
____

Now using and will continue.	Now using and will not continue.	Used during the last 3 yrs., but not continued.	Has never been used.
___	___	___	___

20. Students are referred for interviews to men and women in occupations in which they indicate interest.

Sample of students	Sample of teachers	Estimated total of teachers	Estimated total of students
1.	1.		
2.	2.		
3.	3.		
4.	4.	___	___
5.	5.		

Reasons for discontinuing:

Now using and will continue.	Now using and will not continue.	Used during the last 3 yrs., but not continued.	Has never been used.
___	___	___	___

21. Successful college students are encouraged to return to the school to tell students about adjusting to college.

Sample of students	Sample of teachers	Estimated total of teachers	Estimated total of students
1.	1.		
2.	2.		
3.	3.		
4.	4.	___	___
5.	5.		

Reasons for discontinuing:

Now using and will continue.	Now using and will not continue.	Used during the last 3 yrs., but not continued.	Has never been used.
___	___	___	___

22. A follow-up study of superior students in colleges is conducted, and questionnaires are kept on file so that students who plan to go to a particular college may learn about it from the student's point of view.

Sample of students	Sample of teachers	Estimated total of teachers	Estimated total of students
1.	1.		
2.	2.		
3.	3.		
4.	4.	___	___
5.	5.		

Reasons for discontinuing:

23. This last item is included so your school can boast a little about any programs you have started that have not been mentioned. Describe the program, name some of the teachers and students that have been involved, and estimate how many teachers and students have been participating in the program in the last three years.

APPENDIX B

High School Inventory

HIGH SCHOOL INVENTORY

EDUCATIONAL PROGRAMS FOR SUPERIOR STUDENTS

A COOPERATIVE PROJECT OF THE WISCONSIN STATE DEPARTMENT OF PUBLIC INSTRUCTION
AND THE RESEARCH AND GUIDANCE LABORATORY FOR SUPERIOR STUDENTS
OF THE UNIVERSITY OF WISCONSIN

823 Irving Place
Madison, Wisconsin 53706

Telephone: 262-2877, 262-2879

The State Department of Public Instruction, in conjunction with members of The University of Wisconsin School of Education, is interested in learning at this time about *special* programs for *superior* students in your school. The questions on the following pages are designed to determine:

1. What programs you are presently using or have used during the past three years.
2. The names of some teachers, parents, and students who have been directly involved in these programs.
3. Your evaluative remarks concerning programs you have tried.
4. Comments you wish to make regarding programs you have *not* tried.

Your report will not be used to evaluate your school. Rather it will be used to help determine what educational provisions specifically for superior students are being attempted throughout the state and what opinions are held about them by administrators. You are encouraged to report even the most exploratory and experimental programs, together with whatever evaluative remarks you are able to make at this time. The sample of teachers, parents, and students whom you name in connection with specific programs will probably be contacted later for more detailed information.

It will be appreciated if you will follow the instructions for completing the following report and return it as soon as possible in the envelope provided.

Name of High School:

____

Location:

______________________________ City

______________________________ County

Name of Principal:

____

Who is answering this questionnaire?

Name ______________________________

What is your relation to the school?

____

Type of school: ______ Union Free ______ Village ______ Suburban ______ Town ______ City

Approximate percentage of rural students ____________

Organization of the school:

______ Combined junior and senior high school

______ Four-year senior high school

______ Three-year senior high school

______ Junior high school

Kinds of Curricula offered:

______ Core

______ Traditional

______ Combination

______ Other (Explain) ______________________________

____

____

______ College Preparatory

______ Commercial

______ General

______ Technical or trade

______ Comprehensive

______ Other (Explain) ______________________________

____

____

Enrollment:

______ 9th

______ 10th

______ 11th

______ 12th

______ Total

Number of faculty members ______________________________

INSTRUCTIONS:

1. Items 1-18 which follow are statements which may or may not be true with respect to your school. Each statement is numbered and printed in upper-case letters. At the left of each item are spaces (   ) which you may use to indicate whether the statement has been true for your school *this year or any of the three previous years*. Check your answer.

2. For any statement you check "yes," please complete subitems which follow.

3. For any statement you check "no," you may wish to supply salient remarks under subitem *d* or e, but you need not complete *a, b,* and c unless specifically called for.

4. Please complete items 19-23 at the end of the questionnaire.

( ) Yes ( ) No 1. TRY-OUT VOCATIONAL EXPERIENCES ARE ARRANGED FOR *HIGH-ABILITY* STUDENTS INTERESTED IN PARTICULAR OCCUPATIONAL FIELDS.

a. Example:

b. Estimate the total *number* of students ( ), of teachers ( ) who have participated during the past three years.

c. Supply a few *names* of students and teachers who participated:

Students	Teachers

d. Your evaluative remarks:

( ) Yes ( ) No 2. STUDENTS USE FACILITIES OUTSIDE OF SCHOOL DURING SCHOOL TIME WHEN THEIR CLASS WORK IS SATISFACTORY (e.g. libraries, museums, etc.).

a. Example:

b. Estimate the total *number* of students ( ), of teachers ( ) who have participated during the past three years.

c. Supply a few *names* of students and teachers who participated:

Students	Teachers

d. Your evaluative remarks:

( ) Yes ( ) No 3. SUMMER COURSES OR OTHER ACTIVITIES ARE OFFERED BY THE LOCAL SCHOOLS SPECIFICALLY FOR ENRICHMENT.

a. Example: ______________________________

b. Estimate the total *number* of students ( ), of teachers ( ) who have participated during the past three years.

c. Supply a few *names* of students and teachers who participated:

Students	Teachers

d. Your evaluative remarks: ______________________________

( ) Yes ( ) No 4. STUDENTS WHO DEMONSTRATE SUPERIOR PROFICIENCY IN A SUBJECT ARE EXCUSED FROM TAKING CERTAIN COURSES, SO LONG AS THEY TAKE OTHER MORE ADVANCED WORK.

a. Examples: ______________________________

b. Estimate the total *number* of students ( ), of teachers ( ) who have participated during the past three years.

c. Supply a few *names* of students and teachers who participated:

Students	Teachers

d. Your evaluative remarks: ______________________________

( ) Yes ( ) No 5. STUDENTS PARTICIPATE IN SYMPOSIA, WORKSHOPS, INSTITUTES, AND OTHER SHORT-TERM (LESS THAN ONE SEMESTER) PROGRAMS DESIGNED TO INTRODUCE TOPICS NOT ORDINARILY COVERED IN COURSE WORK, OR TO EXPLORE IN GREATER DEPTH TOPICS WHICH ARE INTRODUCED IN CLASSES.

a. Example: ______________________________

____

b. Estimate the total *number* of students ( ), of teachers ( ) who have participated during the past three years.

c. Supply a few *names* of students and teachers who participated:

Students	Teachers

d. Your evaluative remarks: ______________________________

____

____

____

( ) Yes ( ) No 6. STUDENTS ENROLL IN SEMESTER OR YEAR-LONG SEMINARS WHICH ENCOURAGE GREATER DEPTH, SCOPE, AND ORIGINALITY IN SUBJECT MATTER LINES.

a. Example: ______________________________

____

b. This may be done ( ) *instead of*, ( ) *only in addition to* regular class work (check one).

c. Estimate the total *number* of students ( ), of teachers ( ) who have participated during the past three years.

d. Supply a few *names* of students and teachers who participated:

Students	Teachers

e. Your evaluative remarks: ______________________________

____

____

____

( ) Yes ( ) No 7. A STUDENT WHO HAS A STUDY HALL AND ANOTHER ACTIVITY (SUCH AS PHYSICAL EDUCATION OR DRIVERS' EDUCATION) ON ALTERNATE DAYS AUDITS A CLASS INSTEAD OF GOING TO STUDY HALL.

a. Example: ____________________

b. Estimate the total *number* of students ( ), of teachers ( ) who have participated during the past three years.

c. Supply a few *names* of students and teachers who participated:

Students	Teachers

d. Your evaluative remarks: ____________________

( ) Yes ( ) No 8. STUDENTS ENROLL IN TWO FULL-CREDIT CLASSES WHICH MEET AT THE SAME TIME, AND ATTEND ALTERNATELY OR AS ARRANGED WITH INSTRUCTORS.

a. Example: ____________________

b. Estimate the total *number* of students ( ), of teachers ( ) who have participated during the past three years.

c. Supply a few *names* of students and teachers who participated:

Students	Teachers

d. Your evaluative remarks: ____________________

( ) Yes ( ) No 9. STUDENTS PARTICIPATE IN INDEPENDENT STUDY PROGRAMS IN WHICH THEY ENROLL FOR CREDIT WITH A TEACHER, BUT FOR WHICH NO SCHEDULED CLASSES ARE HELD.

a. In what areas? ______________________________

____

b. This may be done ( ) *instead of*, ( ) *only in addition* to regular class work (check one).

c. Estimate the total *number* of students ( ), of teachers ( ) who have participated during the past three years.

d. Supply a few *names* of students and teachers who participated:

Students	Teachers

e. Your evaluative remarks: ______________________________

____

____

____

( ) Yes ( ) No 10. STUDENTS ENROLL IN CLASSES WHICH GO BEYOND USUAL HIGH SCHOOL COURSE OFFERINGS.

a. Example: ______________________________

____

b. Estimate the total *number* of students ( ), of teachers ( ) who have participated during the past three years.

c. Supply a few *names* of students and teachers who participated:

Students	Teachers

d. Your evaluative remarks: ______________________________

____

____

____

( ) Yes ( ) No 11. STUDENTS ATTEND COLLEGE SUMMER ACADEMIC INSTITUTES SUCH AS THOSE SPONSORED BY THE NATIONAL SCIENCE FOUNDATION.

a. Example: ____________________

____

b. Estimate the total *number* of students who have participated during the past three years: ____________________

c. Supply a few names of students who participated:

____

____

____

____

d. Your evaluative remarks: ____________________

____

____

____

( ) Yes ( ) No 12. STUDENTS PARTICIPATE IN THE ADVANCED PLACEMENT PROGRAM OF THE COLLEGE ENTRANCE EXAMINATION BOARD.

a. In what academic fields? ____________________

____

b. Estimate the total *number* of students ( ), of teachers ( ) who have participated during the past three years.

c. Supply a few *names* of students and teachers who participated:

Students	Teachers

d. Your evaluative remarks: ____________________

____

____

____

( ) ( ) 13. STUDENTS TAKE *HIGH SCHOOL* COURSES BY CORRESPONDENCE.
Yes No

a. What areas? ____

____

b. This may be done ( ) *instead of,* ( ) *only in addition* to regular class work(check one).

c. Estimate the total *number* of students who have participated during the past three years: ____

d. Supply a few *names* of students who participated:

____

____

____

____

e. Your evaluative remarks: ____

____

____

____

( ) ( ) 14. STUDENTS TAKE *COLLEGE* COURSES BY CORRESPONDENCE WHILE STILL IN HIGH SCHOOL.
Yes No

a. What areas? ____

____

b. This may be done ( ) *instead of,* ( ) *only in addition* to regular classwork (check one).

c. Estimate the total *number* of students who have participated during the past three years: ____

d. Supply a few *names* of students who participated:

____

____

____

____

e. Your evaluative remarks: ____

____

____

____

( ) Yes ( ) No 15. STUDENTS TAKE COLLEGE COURSES, AT A COLLEGE, WHILE STILL IN HIGH SCHOOL.

a. Example: ______________________________

____

b. Estimate the total *number* of students who have participated during the past three years: ______________________________

c. Supply a few *names* of students who participated:

____

____

____

____

d. Your evaluative remarks: ______________________________

____

____

____

( ) Yes ( ) No 16. STUDENTS ENTER COLLEGE UNDER EARLY ADMISSIONS PLANS SUCH AS THE PLAN APPROVED BY THE UNIVERSITY OF WISCONSIN.

a. Estimate the total *number* of students who have participated during the past three years: ______________________________

b. Supply a few *names* of students who participated:

____

____

____

____

c. Your evaluative remarks: ______________________________

____

____

____

( ) Yes ( ) No **17. STUDENTS COMPLETE FOUR YEARS OF HIGH SCHOOL IN THREE YEARS OR LESS, AND RECEIVE THEIR HIGH SCHOOL DIPLOMAS.**

a. Estimate the total *number* of students who have participated during the past three years: ____________________

b. Supply a few *names* of students who participated:

____

____

____

____

c. Your evaluative remarks: ____________________

____

____

____

( ) Yes ( ) No **18. THE SCHOOL SECURES ACTIVE PARTICIPATION OF PARENTS IN PROVIDING FOR ENRICHED EDUCATIONAL EXPERIENCES.**

a. Example: ____________________

____

b. *Names* of some parents who have participated:

____

____

____

____

c. Your evaluative remarks: ____________________

____

____

____

②

Please complete the following:

19. DESCRIBE ANY SPECIAL MEANS YOU USE TO HONOR SUPERIOR ACADEMIC PERFORMANCE IN YOUR SCHOOL.

20. DESCRIBE ANY SPECIAL MARKING SYSTEM YOU USE FOR ASSIGNING GRADES FOR SUPERIOR STUDENTS.

21. DESCRIBE ANY PROCEDURES YOU USE TO IDENTIFY SUPERIOR STUDENTS. ANY COMMENTS ABOUT HOW AND WHEN YOU DO IT WOULD BE HELPFUL.

22. LIST ANY SPECIAL ORGANIZATIONAL ACTIVITIES IN WHICH STUDENTS PARTICIPATE BUT WHICH ARE *NOT* MENTIONED IN ITEMS ABOVE (e.g. SCIENCE TALENT SEARCH PROGRAM, JUNIOR ENGINEERING TECHNICAL SOCIETY, SPECIAL READING GROUPS, ETC.). DESCRIBE THE ACTIVITY WHEN APPROPRIATE. NAME A FEW OF THE TEACHERS AND STUDENTS WHO HAVE PARTICIPATED DURING THE PAST THREE YEARS.

23. THIS LAST ITEM IS PERHAPS THE MOST IMPORTANT OF ALL. IT IS INCLUDED SO YOUR SCHOOL CAN BOAST A LITTLE ABOUT ANY PROGRAMS YOU HAVE TRIED THAT HAVE NOT BEEN MENTIONED ABOVE. DESCRIBE THE PROGRAM BRIEFLY. NAME SOME TEACHERS AND STUDENTS INVOLVED, AND ESTIMATE HOW MANY TEACHERS AND STUDENTS HAVE BEEN PARTICIPATING DURING THE PAST THREE YEARS.

APPENDIX C

Sample Reports to Schools

FIRST GUIDANCE LABORATORY REPORT

February 8, 1968

Appleton Junior High School
Appleton

Suzanne
Birth Date: June 9, 1953

Suggestions to the School

1. Suzanne should be considered seriously either for acceleration or for unique enrichment experiences during this and coming years.

Suzanne's written and oral performances at the Laboratory showed exceptional development and maturity--even among superior students. It seems unlikely that she will either need or profit from all her high school years unless special opportunities are introduced into her program. Suzanne herself would probably respond enthusiastically to an accelerated program. She shows enough personal maturity to warrant acceleration. She looks forward eagerly to getting through school, and there is little question that in most subjects she would handle academic work far in advance of ninth grade requirements.

Will the school give careful thought to a plan for Suzanne's high school years? If this is done, and if a really worthy program is devised, it will require some departures from traditional ways of teaching even the top students in Appleton.

2. For the remainder of this year, could Suzanne be released from class sessions she does not need to attend, and could she be relieved of assignments she does not need to do in order to free some time during the school day to pursue other interests.

Both Suzanne and her teachers may sense times when she has little to gain by class participation or by doing certain assignments. Would she exercise worthy options if, at these times if she were released from the regular class requirements? One experience she wants but has been unable to get this year is work in the art laboratory. Could she go there at times when she can get away from non-essential course-work? Or, would Suzanne have other ideas about how to use released time?

Other schools have found released time programs to be successful with superior students. When this discovery has been at last made, the rewards are high for the student and suprisingly good for the faculty. Suzanne's English teacher may know of released time opportunities ahead in that class.

3. Will Suzanne's counselor discuss with her again her plans for high school--and then pull what strings are necessary to accomodate those plans.

A note in the school records of Suzanne's program plan suggests that her proposed art courses in grades 10 and 11 "... may not be possible because of no solid block for study halls." Is this reasoning really valid for Suzanne? Although a school regulation may be wise for the general population to which it is applied, it can be unwise in a given case. A regulation limiting the number of courses to be taken, or requiring a study period, may not be wise in Suzanne's case.

4. Will Suzanne's Russian teacher and a high school Spanish teacher discuss with her a plan whereby she can carry on with her study of Russian while at the same time getting at least two years of Spanish?

Suzanne has thought tentatively that she might go into a career in foreign languages. Therefore her desire to study two while in high school seems legitimate, but scheduling problems and course load limits may preclude this. Must she choose Spanish only at the expense of follow-through in Russian? She believes this to be her only alternative. Perhaps some way can be devised whereby she can work independently at least part of the time.

Some schools have found part-time class attendance, plus increased independent work to be a suitable solution for superior students. Would it be for Suzanne?

5. Suzanne needs remedial work in spelling.

She knows this, and it must become obvious to all who read what she writes. Perhaps her spelling errors are only pesky, since they do not interfere with her extraordinary ability to communicate her thoughts. But pesky they are. Who knows how to help her learn what she somehow missed in earlier years of high school?

M.P. Sanborn

CUMULATIVE TEST RECORD
(1967-68)

Student Suzanne School Appleton

Last Testing Date February 8, 1968 Grade 9
Month Day Year

NOTE: STUDENTS SCORES ARE COMPARED WITH OTHER LABORATORY STUDENTS, NOT WITH STUDENTS IN GENERAL.

TEST	FORM	GRADE	STUDENT"S SCORE	LABORATORY NORMS SCORE	PERCENTILE VALU
WATSON-GLASER CRITICAL THINKING (This test requires the student to do critical thinking about social problems.)				78	75
	AM	10		74	50
			......	68	25
WISCONSIN INVENTORY FOR TALENTED STUDENTS					
Verbal Test (The test consists of 100 vocabulary exercises and analogies in various forms.)			88	53	75
	I	9	......	41	50
				31	25
				72	75
	I	11	......	60	50
				49	25
Quantitative Test (This is a 50-item test. The items begin with arithmetic and move to advanced mathematical reasoning.)	IIR	9	......	21	75
			18	17	50
				14	25
				32	75
	IIR	11	......	27	50
				22	25
TERMAN CONCEPT MASTERY (This is a very difficult verbal test of 190 items drawn from many fields.)				87	75
	T	12		70	50
			......	56	25
WITS ANALOGY EXERCISES (This is a 30-item exercise in producing rather than recognition of analogies.				15	75
	III	10	......	12	50
				8	25
				17	75
	III	12		14	50
				11	25

INTERPRETATION AND RECOMMENDATIONS:

Suzanne's verbal score exceeded any previously obtained. She showed very unusual knowledge of words and their meanings. Her math performance, though high average for superior student, was much inferior and perhaps reflects her disinterest in mathematics.

THIRD GUIDANCE LABORATORY REPORT

March 1, 1967

Poynette High School
Poynette

Mark
Birth Date: June 3, 1950

Suggestions to the School

1. Mark's school grades are lower than would be expected in view of his very strong test performances at the Laboratory. If the reason for this could be discovered and dealt with, would improvement in his schoolwork result?

Mark received one A, one B, and three C's in his academic subjects last semester. These grades are lower than in previous years, and they are substantially lower than might be predicted on the basis of oral, written, and test performances. He is estimated to be in the highest one-fourth of all honors students in terms of his test scores, but he is in the lowest one-fourth in terms of school grades. Is it important now to consider why this discrepancy exists? Mark's record is good in comparison with high school students in general, and in the long run it may be of little consequence that he has more C's than he should on his high school record. On the other hand, if his present grades are the beginning of a trend, or if he will be depending on scholarship aid for college, it may be of considerable value to begin now to discover how his work can be improved.

Mark himself did not seem particularly disturbed by his semester grades, but he provided some ideas of his own which he felt might be explanatory. It was to his credit that he did not attempt to shift responsibility away from himself, but rather described characteristics he thought he had which did not lend themselves to good grade-getting.

According to his own view, one factor might be that he works too slowly to keep up in daily assignments and to complete tests adequately when time pressure is on. He perceives himself as rather slow and methodical in his work. Another factor could be that he needs special help with some aspects of mathematics theory and literature interpretation. He does not feel adequate in these areas. A third factor may be that he is easily distracted from classroom activities and assignments that involve what he considers to be routine and unnecessary. (He may be quite adept at identifying the unnecessary.) A fourth possibility was that he felt too much the pragmatist to invest himself in certain didactic class activities. He likes to work in laboratories, to make things, to practice his music, and to engage in projects that yield tangible results or products. Finally Mark suggested that he often did not feel "on the same wave-length" with some of his teachers. Perhaps he misunderstands what is expected of him at times. It would probably be a mistake to regard Mark's viewpoint as completely accurate and objective, of course; but it would probably also be in error to regard it the reverse.

Here are some tentative hypotheses offered by the guidance department:

1. Test norms are obtained across schools. Class grades are given within schools. Possibly high grades are more difficult to get at Poynette than at other schools from whence students in the norm group come.

2. Mark's test performances may lead to inappropriate expectations because tasks called for on the tests are not representative of tasks called for by his classes.

3. Mark could be in a temporary slump as a result of a heavy fall schedule of classes and activities. Perhaps when he gets to his studies he is too weary to do them well.

4. Mark is a teacher's child. He may get undue pressure from several sources to get good grades.

5. Mark may use C's as a form of "protective coloration" in his peer group.

Some of the ideas above are probably contrary to fact. Maybe all of them are. Some could be checked out (e.g., #1) by use of school records. Others could be evaluated by parents and teachers who know Mark best.

Perhaps faculty members could provide other hypotheses concerning Mark's scholarship. It may be useful to get ideas both from teachers who give him high grades and from those who give him low ones. *Why not try a case conference involving parents and staff*. By working together it may be determined whether and what steps need to be taken to improve Mark's performance in school. He is a pleasant and optimistic boy--widely-read and with curiosity and interest in many areas. He is now and will continue to be an outstanding learner whenever his curiosity is piqued and his enthusiasm tapped. It is doubtful that his interests are limited to only a few fields, but it is suspected that in any area of study he will be more vulnerable to certain approaches than to others. How does he learn? What causes him to want to?

M.P. Sanborn

CUMULATIVE TEST RECORD
(1967-68)

Student Mark School Poynette

Last Testing Date March 1, 1967 Grade 11
Month Day Year

NOTE: STUDENTS SCORES ARE COMPARED WITH OTHER LABORATORY STUDENTS, NOT WITH STUDENTS IN GENERAL.

TEST	FORM	GRADE	STUDENT"S SCORE	LABORATORY NORM SCORE	PERCENTI
WATSON-GLASER CRITICAL THINKING (This test requires the student to do critical thinking about social problems.)	AM	10	66	78	75
				74	50
				68	25
WISCONSIN INVENTORY FOR TALENTED STUDENTS					
Verbal Test (The test consists of 100 vocabulary exercises and analogies in various forms.)	I	9	61	53	75
				41	50
				31	25
	I	11	82	72	75
				60	50
				49	25
Quantitative Test (This is a 50-item test. The items begin with arithmetic and move to advanced mathematical reasoning.)	IIR	9	19	21	75
				17	50
				14	25
	IIR	11	34	32	75
				27	50
				22	25
TERMAN CONCEPT MASTERY (This is a very difficult verbal test of 190 items drawn from many fields.)	T	12	......	87	75
				70	50
				56	25
WITS ANALOGY EXERCISES (This is a 30-item exercise in producing rather than recognition of analogies.	III	10	......	15	75
				12	50
				8	25
	III	12	17/24	17	75
				14	50
				11	25

INTERPRETATION AND RECOMMENDATIONS:

Mark's test performances at the Laboratory consistently places him very high relative to other superior students. His mathematics work indicated a need for more study of theoretical concepts. He is accurate, but he tends to be unorthodox in his solution of math problems on the test.

FIRST GUIDANCE LABORATORY REPORT

September 15, 1965

Oconomowoc High School
Oconomowoc

Steven
Birth Date: May 19, 1951

Suggestions to the School

1. How can Steven be helped to learn about his age mates?

Steven wants to be a minister. Though ninth-graders usually change their life goals several times before they are adults, Steven may be an exception. He states that he has been deeply impressed by his own pastor and would like to become a person of the same sort. It is difficult, from this vantage point, to know what this means in terms of Steven's personal ideals. It is suspected, however, that if Steven is going to be an effective minister he must accomplish many social learnings in the coming years.

One type of learning apparently needed would have to do with the dynamics of interpersonal acceptance and rejection. According to Steven's own reports he has had many social "hardships" and a "large number of enemies." Good manners, propriety, and forbearance may enable him to "come through" difficult social situations, but will these qualities alone enable him to learn how to improve his relationships with people in the future? What kind of "secular" knowledge and understanding can we help Steven gain that will amount to special equipment for a life in the ministry?

2. Steven may profit from wider reading experiences than he has had thus far.

His answers to questions at the Laboratory regarding his reading experiences indicate that although Steven is a competent reader, he has not given himself the breadth of reading experience shown by many superior students his age. He appears to be well-enough developed verbally to undertake a challenging reading program. Could he be guided by a teacher who would help him select good literature--both classical and contemporary--covering a wide variety of topics and representing a number of points of view? Is Steven ready to read such books as The Grapes of Wrath, Arundel, The Cains Mutiny, South Pacific, The Turn of the Screw, The Death of a Salesman, Cry, The Beloved Country, The Great Gatsby, Our Town, Babbit? A little James Thurber, G.B. Shaw, and Ring Lardner might be a good idea, too.

Steven's test performances indicate that he is better-developed verbally than many superior students in his age range and grade in school. His written work and his comments during the interviews indicate that he tends to think seriously and struggle with important ideas. These are very promising qualities with which to enter high school. Can we nourish them in ways that will be both academically and personally rewarding to Steven during the coming four years?

M.P. Sanborn

CUMULATIVE TEST RECORD
(1967-68)

Student Steven School Oconomowoc

Last Testing Date September 15, 1965 Grade 9
Month Day Year

NOTE: STUDENTS SCORES ARE COMPARED WITH OTHER LABORATORY STUDENTS, NOT WITH STUDENTS IN GENERAL.

TEST	FORM	GRADE	STUDENT"S SCORE	LABORATORY NORMS	
				SCORE	PERCENTILE VALU
WATSON-GLASER CRITICAL THINKING (This test requires the student to do critical thinking about social problems.)	AM	10	......	78	75
				74	50
				68	25
WISCONSIN INVENTORY FOR TALENTED STUDENTS					
Verbal Test (The test consists of 100 vocabulary exercises and analogies in various forms.)	I	9	54	53	75
				41	50
				31	25
	I	11	......	72	75
				60	50
				49	25
Quantitative Test (This is a 50-item test. The items begin with arithmetic and move to advanced mathematical reasoning.)	IIR	9	·11···	21	75
				17	50
				14	25
	IIR	11	......	32	75
				27	50
				22	25
TERMAN CONCEPT MASTERY (This is a very difficult verbal test of 190 items drawn from many fields.)	T	12	......	87	75
				70	50
				56	25
WITS ANALOGY EXERCISES (This is a 30-item exercise in producing rather than recognition of analogies.	III	10	......	15	75
				12	50
				8	25
	III	12		17	75
				14	50
				11	25

INTERPRETATION AND RECOMMENDATIONS:

Steven's verbal performance reflects much more strength than his mathematical performance does. Part of this may be due to the fact that his scores are compared with those of many students who had algebra in grade eight. But Steven's interests tend to be in the more verbal direction also. He may need special attention in math.

APPENDIX D

Sample Workshop Announcements
and Program

RESEARCH AND PRACTICE IN THE DISCOVERY, GUIDANCE AND EDUCATION OF SUPERIOR STUDENTS

A Workshop Presented by the University
of Wisconsin, School of Education, and
a Demonstration Project of the
Cooperative Research Services of
the U.S. Office of Education

The Research and Guidance Laboratory for Superior Students at the University of Wisconsin has now been in operation for more than eight years. During that time members of the Laboratory staff have carried on longitudinal guidance and follow-up work with more than 1,800 young people from 90 participating junior high and high schools. The Laboratory program has involved systematic testing, counseling and guidance with the students; a series of interviews with their parents; and annual visits to their schools, were topics relative to participating students as well as to superior students in general are discussed in teachers' meetings and in-service training sessions. The Laboratory maintains contact with every participant during the years following high school, and the intention is to continue this follow-up throughout much of their adult life.

The workshop is planned to disseminate among secondary school personnel some of the ideas, concepts, and questions which have thus far grown out of experiences at the Laboratory and which appear to have implications for secondary school practice. Both findings of research on groups of superior students and results of experimental practices with specific individuals will be discussed. A heavy emphasis will be placed on individual characteristics and how knowledge of these may be employed in programming for the student. Part of the workshop time will be used for general presentation of topics and to entertain questions and comments the workshop participants may have, and part will be devoted to study and discussion of actual cases taken from Laboratory records.

Participants

It is suggested that participation be limited to about thirty persons. Most will be counselors but some administrators, teachers and college representatives may also attend. There are no special provisions for transportation, meals, and lodging of the participants. It is suggested that school districts which send personnel to the workshop meet these expenses.

Staff

JOHN W.M. ROTHNEY (A.B. University of Alberta, Ed.M. and Ed.D. Harvard) has taught in public schools and at Harvard, Wellesley, the University of Southern California, Hawaii, and the University of Wisconsin, where he is now Professor of Education and Director of the Research and Guidance Laboratory for Superior Students. He has been a consultant in research for several colleges and universities, the Progressive Education Association, and many public school systems. During World War II he did research for the Air Corps on the selection of flying personnel. Dr. Rothney has written some 70 articles and is author of eleven books including *Guidance Practices and Results*, *The High School Student*, and coauthor of *The Elementary School Child*, *Counseling the Individual Student*, *Guidance of American Youth*, and *Measurement for Guidance*. He won an American Personnel and Guidance Association award for the most outstanding research.

MARSHALL P. SANBORN (B.A., Colorado State College; M.A., State College of Iowa; Ph.D., University of Iowa).

Prior to entering university teaching and research, Dr. Sanborn had ten years' experience as a high school teacher and counselor in Nebraska and Colorado. During his graduate work he served as research assistant in an Instructional Materials Laboratory and in the Iowa Testing Programs at the University of Iowa. He has been on the instructional staff of the University of Colorado, State College of Iowa, University of Iowa, and the University of Wisconsin. He has authored several articles appearing in *Education* magazine, the *Personnel and Guidance Journal*, the *Vocational Guidance Quarterly*, and the *Review of Educational Research*.

Program & Suggested Schedule

1st Day

MORNING: General Session

9:00 - 9:15 Orientation

9:15 -10:30 "Procedures and Problems in the Discovery and Guidance of Superior Students" (Dr. Rothney)

10:30 -10:45 Break

10:45 -11:50 Discussion Session (Dr. Rothney, Dr. Sanborn)

11:50 - 1:00 Lunch

AFTERNOON: Small Group Sessions

1:00 - 3:45 Study and Discussion of Case Materials: Some Characteristics of Superior Students (Group 1, Dr. Rothney: Group 2, Dr. Sanborn)

2nd Day

MORNING: General Session

9:00 -10:00 "Programming for Superior Students" (Dr. Sanborn)

10:00 -10:30 Discussion Session (Dr. Sanborn, Dr. Rothney)

10:30 -10:45 Break

MORNING: Small Group Sessions

10:45 -11:50 Study and Discussion of Case Materials: Special Provisions for Superior Students (Group 1, Dr. Sanborn: Group 2, Dr. Rothney)

11:50 - 1:00 Lunch

AFTERNOON: Small Group Sessions

1:00 - 3:00 Continue Study and Discussion of Case Materials (Group 1, Dr. Sanborn; Group 2, Dr. Rothney)

AFTERNOON: General Session

3:00 - 3:45 Evaluation (Dr. Rothney, Dr. Sanborn)

APPENDIX E

Sample Materials Used at Laboratory and in Demonstrations

Research and Guidance Laboratory for Superior Students
UNIVERSITY OF WISCONSIN
1922 University Avenue
Madison, Wisconsin

HINTS ON SELECTION OF SUPERIOR STUDENTS

Note: Since superior students exhibit their superiority in many ways, no single test score should be used as the sole criterion on which they should be selected. Teachers' judgments, evidence of a high level of performance in any of the academic fields, students' written performances, high grades, and evidence of high motivation coupled with high test scores can all be used in the identification of potentially superior students.

In some schools principals have asked teachers to nominate their best students. The principal then joins a committee of teachers to review the nominations, considers such other factors as those noted above, and makes a list of the top students. Frequently the lists of most highly rated nominees, along with the reasons for their selection, are returned to the teachers for further consideration. Such procedures have resulted in the sending of very superior students to the Laboratory.

Combinations of some of the following characteristics are usually apparent in superior students:

1. Large vocabularies which are used easily and accurately.
2. Academic work one or more years in advance of their classes.
3. They ask many penetrating questions. They want to know the causes and reasons for things.
4. A wide range of interests but they may concentrate heavily on one.
5. Quick to recognize relationships and understand meanings.
6. Express themselves well in writing and speaking.
7. They are willing to spend time beyond the usual assignments or schedule) on things that interest them.
8. Spend much time on special projects of their own such as constructing, collecting, and writing.
9. Tendency to figure out what is wrong with an activity and show how it can be done better.
10. Tendency to give refreshing twists even to old ideas.
11. They like to get answers to problems, puzzles, and trick questions.
12. They usually get good marks.
13. Show less patience than most students with routine procedures and drills.
14. Other students tend to turn to them for ideas and suggestions when something must be decided.
15. They read a good deal and find satisfaction in thinking about and discussing what has been read.

Research and Guidance Laboratory for Superior Students
UNIVERSITY OF WISCONSIN

Purpose of the Laboratory

The Laboratory provides a research and service program designed to assist anyone who is interested in the discovery and guidance of high school students who exhibit superior performance in any area. This is the tenth year of operation.

Procedures

Ninth grade students are selected by schools. They are counseled and tested during each of their four years of high school and followed into their post-high-school training and careers. Reports are made annually to parents and to the schools.

Staff

The Deans of Agriculture, Engineering, Education, Law, Letters and Science, the Associate Dean of Medicine, and representatives from the Extension Division and the School of Commerce advise the director. Work with the students, parents and schools is done at Madison by Dr. John Rothney and Dr. Marshall Sanborn of the School of Education and graduate students who have had teaching and counseling experience in public schools. At the Wausau Branch, Mr. Stankowski directs the program and is assisted by three experienced project assistants.

Schools

Some 75 schools representing a good sample of Wisconsin high schools in terms of size and geographical location have been participating in the program. Some 2000 students have been sent to the Laboratory up to this time.

Schools working with the Madison branch include:

- Albany
- Ashland
- Baraboo
- Beaver Dam
- Black River Falls
- Burlington
- Butternut
- Cedarburg
- Clintonville
- Delavan
- De Pere
- Ft. Atkinson
- Gays Mills
- Glenwood City
- Green Lake
- Hayward
- Lancaster
- Middleton
- Monona Grove
- New Berlin
- Oconomowoc
- Oostburg
- Oshkosh
- Ozaukee
- Plymouth
- Port Washington
- Random Lake
- Sauk Prairie
- Sheboygan
- St. Croix Central
- Three Lakes
- Viroqua
- Waterloo
- Wauwatosa
- Winneconne
- Wisconsin Dells

Cost

Four-fifths of the cost is borne by the University of Wisconsin. School fees pro-rated on basis of size of school provide for one-fifth of the expense.

Research and Guidance Laboratory for Superior Students

FOR THE STUDENT PARTICIPATING IN THE LABORATORY

It is important that all students discover in what areas they can do their best work and develop their potentialities to the best advantage.

The tests, interviews and other activities in which you are going to take part will help you to find out the things you can do best. As a result, we hope to be able to advise you, your parents, and your teachers about the kinds of work and study in which you would probably be successful. It is also our purpose to aid you in learning more about your own strong points, and to help you to make the best of your opportunities.

The Laboratory does not award scholarships but makes recommendations for good students to scholarship committees. If you make a good record in marks, activities and tests during your four years of high school and if you need financial support you may win a scholarship that will pay part of your college expenses. It is impossible to guarantee that you will earn one at this time but we hope that you will keep up a record to make you eligible. Many of the students who come to the Laboratory do earn scholarships.

We hope you will do your best on the tests which are given to you. Remember, the test results will have nothing to do with your marks when you go back to your school.

Feel free to ask any questions about the activities here at the Laboratory.

Research and Guidance Laboratory for Superior Students

FOR THE PARENT OF THE STUDENT PARTICIPATING IN THE LABORATORY

The purpose of the Laboratory is to help you and your sons or daughters to find out the kinds of things that they can do best and to encourage the development of their talents to the utmost. We believe that this can be accomplished through the careful study of each individual over a period of years.

The counseling and interpretation of test results to your son or daughter at the Laboratory and to the teachers can provide everyone concerned with much valuable information. As a result, your child should be aided in preparing for his future education and vocation.

We feel that these services are of great value. If they were obtained from a private guidance clinic the cost would be approximately one hundred dollars annually.

The Laboratory does not award scholarships. They are awarded by committees in colleges and universities or by private concerns and other agencies. The Laboratory does recommend that scholarships be awarded to worthy students but the family must establish that there is financial need. The need is usually determined from the report by parents to the College Scholarship Service. Forms for this service are available at your school. The requests for scholarship aid are increas in number and the competition is very high. Only those students with superior records of marks, test scores and activities from families with much financial need are likely to get substantial scholarship support.

Members of the Laboratory staff who may confer with you about the Laboratory work with your son or daughter are: Dr. J. Rothney, Professor of Education; Dr. M. Sanborn, Associate Professor of Education; Mr. Houg, Mr. Brahe, Mr. Ragus, Mrs. Giardini, Mr. Mollenhoff, Mr. Beseda, Mrs. Johnson, Mr. Misky, Miss Holmquist, Miss Theisen, Mr. Peterson, Mr. Ehrmeyer, Mr. Schauer, Mr. Cozy, Mr. Whalen, Mr. Lewis, and Mr. Bradley, Research Assistants. It is hoped that at least one interview with both parents can be arranged each year when we visit your school.

If you want to write, the address is:

Research and Guidance Laboratory for Superior Students
University of Wisconsin
970 Observatory Drive
Madison, Wisconsin 53706

Area Code: 608
Telephone: 262-2877

WHAT STUDENTS DO AT THE LABORATORY

1. All students have two interviews with a counselor. The first covers the student's program, plans, ambitions and problems. In the second, at the end of the visit, the counselor goes over the performances of the day with the student and considers plans for the future.

2. Each year the students write an essay. Counselors consider their written performances with them.

3. Students are permitted to visit a university class of their own choosing. They write a report on their reactions to it.

4. Seniors may have a conference with a professor in the field in which they have shown greatest interest.

5. All students take some tests. Since many of the common tests do not have high enough ceilings it has been necessary to develop some which contain items of known difficulty and challenge. All test scores are interpreted to the student and his parents in terms of percentile. No IQ scores are used.

6. When students show high promise in any area they are encouraged to collect samples of their work which are submitted to university professors for evaluation.

7. Students fill out several information forms on activities and interests which are used for counseling and for research.

8. Many students have a chance to visit with former students of their high school who are attending the university.

9. Vocational and educational materials are provided.

10. Assistance is given when students seek admission to colleges and efforts are made to help them to finance their education with scholarships and jobs.

Research and Guidance Laboratory for Superior Students 1967-68 School________________Date____________

	FRESHMEN	SOPHOMORES	JUNIORS	SENIORS
8:30 to 8:40	Orientation	Orientation	Orientation	Orientation
8:40 to 9:10	Information Form and Class Selection	Information Form and Class Selection	Information Form and Class Selection	Information Form and Prof. Visit Selection
9:10 to 10:00	Interview	Analogies	Essay	Analogies
10:00 to 10:30	Wits Verbal	Reading List and Activities	Wits Verbal	Interview
10:30 to 12:00	Class Visit	Class Visit	Class Visit	Professor Visit
12:00 to 12:45	LUNCH	LUNCH	LUNCH	LUNCH
12:45 to 1:00	Class Reaction	Class Reaction	Class Reaction	Prof. Visit Reaction
1:00 to 1:45	Essay	Interview	Interview	Essay (Future)
1:45 to 2:45	Wits Quantitative	Watson Glaser	Wits Quantitative	Terman and School Report
2:45 to 3:20	Reading List and Activities Report	Essay	Reading List and Activities Report	Reading List, Activities & Lab Essay
3:20 to 4:30	Final Interview			

THE UNIVERSITY OF WISCONSIN
Research and Guidance Laboratory

FIRST YEAR INFORMATION

Name ______________________________ Date ______________________________
day month year

School and Location______________________ Interviewer ___________________
last name

Home Address_________________________ Grade______ Birthdate_____________

Father's name________________________ Telephone Number ________________

1. Are you living at home with your father and mother?________________

2. How many brothers and sisters do you have?_______________________
Tell me about them.

3. Does anyone else live with you? _____________________________________

4. What is your father's occupation?____________________________________

5. How much education did he have?_____________________________________

6. Does your mother work outside the home?______________________________

7. How much education did she have?____________________________________

8. Is there anything that you consider to be special about your family?

9. Tell me the names of some of your friends. (Circle names of 3 closest friends.)

10. If I were to ask them what kind of person you are, how do you think they might describe you?

11. What do you do when there is nothing that you have to do?

12. What do you do during the summer?

13. What courses are you taking at school this year? What were your grades at the last marking period?

______________________ ______________________

______________________ ______________________

______________________ ______________________

14. How many study halls per week do you have? ______________

15. If you could spend all of your time on one of your current subjects, which one would it be?

16. Why?

17. Second choice?

18. Why?

19. If one subject were to be dropped from your current high school program, which would it be?

20. Why?

21. Second choice?

22. Why?

23. What courses are you planning to take next year?

24. In what group activities -- school, church, or community -- do you participate? (Consider activities of last year if this is early in the school year.)

25. Any offices in these activities?

26. Are there activities in which you would like to participate, but for some reason can't?

27. If not, why not?

28. Is there anything about your health that prevents you from doing anything you want to do?

29. What occupation are you considering most as a career?

30. Why are you considering it?

31. What other occupations are you considering?

32. What has your father said about your plans for the future?

33. What has your mother said about your plans for the future?

34. If you could do as you pleased, what would you like to be doing ten years from now?

35. If you were given the opportunity to finish high school in three years by doing extra work, would you take it?

36. Why?

37. Why not?

38. Would you like to be in classes composed only of better-than-average students?

39. Why?

40. Why not?

41. If you could have any three wishes, what would they be?

42. Any additional information which you think will help us know you better?

43. Do you have any questions you would like to ask during the interview that you will have with the counselor?

44. To whom in your school have you gone when you wanted to talk over your plans and your problems?

Name ______________________ Position ______________________

45. Any comments or questions? (over)

THE UNIVERSITY OF WISCONSIN
Research and Guidance Laboratory

SECOND YEAR INFORMATION

Name ______________________________ Date ______________________________

School and Location __________________ Interviewer ______________________
(last name)

Home Address ________________________ Grade _____ Birthdate ______________

Telephone Number ____________________

1. Is there any change in your family situation since we last saw you?

2. What courses are you taking this year? (List them and give best estimate of marks.)

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

3. How many study halls per week do you have? ____________________

4. If you could spend all your time on one of your current subjects, which one would it be?

5. Why?

6. Second choice?

7. Why?

8. If one subject were to be dropped from your current high school program, which would it be?

9. Why?

10. Second choice?

11. Why?

12. Do you have enough time to complete your assignments in school?

13. How much time, on the average, do you spend in doing school work each night?

14. In what group activities - school, church, or community - do you participate?

15. Any offices?

16. What do you do when there is nothing that you have to do?

17. Any activities in which you would like to participate but can't?

18. Why choose them?

19. Why can't you participate?

20. What courses are you planning to take your third year?

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

21. What courses during your fourth year?

______________________________ ______________________________

______________________________ ______________________________

______________________________ ______________________________

22. Is there any subject in particular you are looking forward to taking in your next years in school?

23. Why?

24. Given the opportunity to finish high school in two years instead of three by doing extra work, would you take it?______________________________

25. Why?

26. Why not?

27. Would you like to be in classes composed only of better-than-average students?____________________

28. Why?

29. Why not?

30. What real advantages are there in being a better-than-average student?

31. What disadvantages?

32. Who are your closest friends this year (circle 3 closest friends)?

33. If I were to ask them what kind of a person you are, what do you think they would say?

34. What qualities would they like most about you?

35. Is there anything about your health that keeps you from doing things you want to do?

36. If you have a part-time job, what do you actually do on the job?

37. What occupation are you considering most as a career?

38. Why are you considering it?

39. What other occupations have you considered during this past year?

40. What has your father said about your plans for your future?

41. What has your mother said about your plans for your future?

42. If things worked out just the way you wanted, what would you like to be doing ten years from now?

43. If you had any three wishes, what would they be?

44. To whom in your school have you gone when you wanted to talk over your plans and your problems?

Name_______________________________ Position_______________________________

45. Any comments or questions?

THE UNIVERSITY OF WISCONSIN
Research and Guidance Laboratory

THIRD YEAR INFORMATION

Name ______________________________ Date ________________________
day month year

School and Location ______________ Interviewer____________________
(last name)

Home Address _____________________ Grade _____ Birthdate ________

Telephone Number__________________

1. Any interesting experiences since your last visit with us?

2. Is there any change in your family situation from what you told us last year?

3. What courses are you taking this year? (List them and give an estimate of marks.)

____________________	____________________
____________________	____________________
____________________	____________________

4. How many study halls per week do you have? ______________

5. How many hours homework do you do on an average evening? _________

6. Any problems about getting your homework done?

7. If you could spend all your time on one of your current subjects, which one would it be?

8. Why?

9. Second choice?

10. Why?

11. If one subject were to be dropped from your current high school program, which one would it be?

12. Why?

13. Second choice?

14. Why?

15. List the courses you plan to take during your senior year.

____________________	____________________
____________________	____________________
____________________	____________________

16. What do you plan to do the year after high school graduation?

17. What has your father said about your plans for the future?

18. What has your mother said about your plans for the future?

19. What occupation are you considering most as a career?

20. Why?

21. What other occupations have you considered during the past year?

22. Why?

23. List school, church, community activities

24. Offices held in activities

25. What do you do when there is nothing that you have to do?

26. If you have a part-time job, what do you actually do on it?

27. Is there anything about your health that prevents you from doing anything you would like to do?

28. Give me the names of your closest friends.

29. If I were to ask them what kind of a person you are, how do you think they would describe you?

30. What real advantages are there in being a better-than-average student?

31. What disadvantages?

32. Does any person expect too much from you? Comment.

33. Does any person expect too little from you?

34. If you could change your school in any way, what changes would you make?

35. If you had three wishes, what would they be?

36. To whom in your school have you gone when you wanted to talk over your plans and your problems?

Name ______________________ Position ______________________

37. Any questions or comments?

Research and Guidance Laboratory for Superior Students
UNIVERSITY OF WISCONSIN

GUIDE TO THE SENIOR YEAR INTERVIEW

Name ______________________ Date ______________________
Day Month Year

School and Location ______________________ Interviewer ______________________

Home Address ______________________ Birth Date ______________________
Day Month Year

Telephone ______________________ Grade ______________________

Father's first name ______________________

1. Any interesting experiences since your last visit with us?

REVIEW OF FAMILY SITUATION

(This review is necessary for scholarship and admission applications)

2-3. Father's occupation? (Be as specific as you can about location and activity and what he does on his job.)

4. Mother's occupation?

5. What does she do on her job if she works outside the home?

6. Names of older brothers and sisters. (Give their occupations if employed. If they are in school or college give the grade or year. If they are college graduates name the college.)

7. Names and ages of younger brothers and sisters.

REVIEW OF SCHOOL RECORD (Grades 9-12)

8. Number of English courses taken and now taking. Give names of English courses if the names differed from the usual English 1, 2, 3, and 4. Circle honors courses. ______________________

____

____

____

9. Looking back at all the English you have had in high school, what comments would you make? (Try to think of the subject field itself, not about teachers.) ____________________

10. Would you choose an occupation in which high performance in English was the main requirement? __________ Why or why not? __________

* * *

11. Names of mathematics courses taken and now taking. Circle honors courses.

12. Looking back at all the mathematics you have had in high school, what comments would you make? (Try to think of the subject field, not about teachers.) ____________________

13. Would you choose an occupation in which high performance in mathematics was the main requirement? __________ Why or why not? __________

* * *

14. Names of science courses taken and now taking. Circle honors courses.

15. Looking back at all the science you have had in high school, what comments would you make? (Think of the subjects, not the teachers.)

16. Would you choose an occupation in which high performance in science was the main requirement? ________ Why or why not? ________

____

____

____

* *

17. Names of social studies (include history) courses taken and now taking. Circle honors courses. ________

____

____

18. Looking back at all the social studies you have had in high school, what comments would you make? (Think of subject field, not the teachers.)

____

____

____

____

19. Would you choose and occupation in which high performance in social studies was the main requirement? ____ Why or why not? ________

____

____

____

* *

20. Names of foreign languages taken and now taking. Circle honors courses.

____

____

____

21. Looking back at all the foreign languages you have had in high school, what comments would you make? (Think of the subjects, not the teachers.)

____

____

____

22. Would you choose an occupation in which high performance in foreign languages was the main requirement? _____ Why or why not? ______

____

____

* * *

23. Other subjects taken (list them with number of units of each):

____

____

24. Looking back at these subjects, what comments would you make? (Think of the subjects, not the teachers.) ______________________

____

____

25. Would you choose an occupation in which good scholarship in ______________ was the main requirement? _____ Why or why not?
(write in)

____

____

* * *

REVIEW OF SCHOOL, COMMUNITY, AND OTHER ACTIVITIES

26. Activities in which you participated	27. Number of Years	28. Offices held

29. List any special honors or activities.

____

____

____

____

30. Looking back at these activities, what comments would you make?

31. Has participation in any of the activities influenced your choice of an occupation? _____ If so, tell which one and how it has influenced you.

32. About how many hours per week of non-required reading do you do?

PLANS FOR THE FUTURE

33. What do you plan to do next year?

34. What steps have you taken toward your plan?

35. What occupation are you planning to enter?

36. Why did you choose that one?

37. What other occupations are you considering?

38. Why did you choose them?

39. Does your mother agree with your educational plans?

40. Does your mother agree with your vocational plans?

41. Any comments on the two questions above?

42. Does your father agree with your educational plans?

43. Does your father agree with your vocational plans?

44. Any comments on the two questions above?

45. Who, if anyone, helped you to make up your mind about the place you have considered for post-high school training?

GENERAL

46. Is there anything about your health that keeps you from doing what you would like to do?

47. What special problems have you met because you have been a better-than-average student?

48. What special problems have you met because you were chosen to come to the Laboratory?

49. Are there any matters about your education or future plans that we should discuss during our interview?

Research and Guidance Laboratory for Superior Students

CLASS VISIT

Name ______________________________ School ____________________________

Date ______________________________ Grade ______________________________

Class you wish to visit ____

Location of class ____________________________ Professor _______________

= =

CLASS REACTION

(continue on other side)

Student # ____

Name of student ______________________ School ______________ Grade ______

Date of student interview ______________ Date of parent interview ______________

Student counselor ______________________ Parent interviewer ______________

Attended parent conference: Mother only ( ) Father only ( ) Both ( ) Other ( )

If other than parents, explain: ______________________________________

The following topics are often covered in parent interviews. Any one may or may not be considered at any session, and others may be added:

1. Work and study habits
2. Choice of subjects
3. School activities
4. Community and church activities
5. Use of leisure time
6. Occupational choice
7. Choice of post-high-school education
8. Financing college
9. Reading practices
10. Test interpretation
11. Nature of the Laboratory program
12. Part-time employment

Counselor's recommendation for discussion with parents.	Parents' remarks and reactions
1.	1. Was topic discussed? ( ) Yes ( ) No
	2. Was topic discussed? ( ) Yes ( ) No
	3. Was topic discussed? ( ) Yes ( ) No

Counselor's recommendation for discussion with parents.	Parents' remarks and reactions.
4.	4. Was topic discussed? ( ) Yes ( ) No
5.	5. Was topic discussed? ( ) Yes ( ) No
6.	6. Was topic discussed? ( ) Yes ( ) No

Additional interviewer comments: (Note particularly if promised to take any action on any area so that a check can be made the following year.

*HIGH SCHOOL READING LIST

Name ______________________________
School ______________________________
Grade ______________________________
Age ______________________________

One hundred forty-five teachers of English, Social Studies, Science, Languages an Applied Arts in 30 colleges in Wisconsin named the following books as those they would like their students to have read before coming to college. How many of them have you read?

______ Adler, HOW TO READ A BOOK
______ Allen, ONLY YESTERDAY
______ Austen, MANSFIELD PARK
______ Austen, PRIDE AND PREJUDICE
______ Bronte, Charlotte, JANE EYRE
______ Bronte, Emily, WUTHERING HEIGHTS
______ Buck, Pearl, THE GOOD EARTH
______ Butler, WAY OF ALL FLESH
______ Carroll, ALICE IN WONDERLAND
______ Carson, THE SEA AROUND US
______ Cather, DEATH COMES FOR THE ARCHBISHOP
______ Cervantes, DON QUIXOTE
______ Chesterton, FATHER BROWN
______ Clark, THE OX-BOW INCIDENT
______ Conrad, HEART OF DARKNESS
______ Conrad, LORD JIM
______ Conrad, VICTORY
______ Cooper, LEATHERSTOCKING TALES
______ Crane, RED BADGE OF COURAGE
______ Dante, INFERNO
______ Defoe, ROBINSON CRUSOE
______ Dickens, DAVID COPPERFIELD
______ Dickens, GREAT EXPECTATIONS
______ Dickens, TALE OF TWO CITIES
______ Dostoevsky, CRIME AND PUNISHMENT
______ Doyle, SHERLOCK HOLMES
______ Dumas, THE COUNT OF MONTE CRISTO
______ Dumas, THE THREE MUSKETEERS
______ Eliot, ADAM BEDE
______ Eliot, THE MILL ON THE FLOSS
______ Emerson, ESSAYS
______ Faulkner, THE BEAR
______ Faulkner, INTRUDER IN THE DUST
______ Fermi, ATOMS IN THE FAMILY
______ Fitzgerald, THE FEDERALIST PAPERS
______ Fitzgerald, THE GREAT GATSBY
______ Flaubert, MADAME BOVARY
______ Franklin, AUTOBIOGRAPHY
______ Galsworthy, MAN OF PROPERTY
______ Goldsmith, SHE STOOPS TO CONQU
______ Greene, THE POWER AND THE GLORY
______ Hardy, THE MAYOR OF CASTERBRIDG
______ Hardy, THE RETURN OF THE NATIV
______ Hawthorne, THE SCARLET LETTER
______ Hawthorne, THE HOUSE OF SEVEN GABLES
______ Hemingway, FOR WHOM THE BELL TO
______ Hemingway, THE OLD MAN AND THE S
______ Homer, ILIAD
______ Homer, ODYSSEY
______ Hudson, GREEN MANSIONS
______ Hugo, LES MISERABLES
______ Huxley, BRAVE NEW WORLD
______ James, THE TURN OF THE SCREW
______ Kipling, JUNGLE BOOKS
______ Lewis, C.S., OUT OF THE SILENT PLANET
______ Lewis, BABBIT
______ Lewis, MAIN STREET
______ London, CALL OF THE WILD
______ Marquand, THE LATE GEORGE APLEY
______ Melville, MOBY DICK
______ Miller, DEATH OF A SALESMAN
______ Nordhoff and Hall, MUTINY ON THE BOUNTY
______ O'Neill, EMPEROR JONES
______ Orwell, NINETEEN EIGHTY-FOUR
______ Orwell, ANIMAL FARM
______ Parkman, OREGON TRAIL
______ Pasternak, DOCTOR ZHIVAGO
______ Paton, CRY, THE BELOVED COUNTRY
______ Plato, DIALOGUES

(*Compiled by the
WISCONSIN COUNCIL OF TEACHERS OF ENGLISH)

High School Reading List

______ Plutarch's LIVES
______ Poe, TALES
______ Reade, THE CLOISTER AND THE HEARTH
______ Remarque, ALL QUIET ON THE WESTERN FRONT
______ Roberts, NORTHWEST PASSAGE
______ Rolvaag, GIANTS OF THE EARTH
______ Rostand, CYRANO DE BERGERAC
______ Sanburg, LINCOLN
______ Sarton, SIX WINGS
______ Sarton, MEN OF SCIENCE IN THE RENAISSANCE
______ Scott, QUINTIN DURWARD
______ Scott, IVANHOE
______ Shaw, PYGMALION
______ Shaw, SAINT JOAN
______ Shaw, ANDROCLES AND THE LION
______ Sheridan, THE RIVALS
______ Sienkiewicz, QUO VADIS
______ Steinbeck, THE GRAPES OF WRATH
______ Stevenson, TREASURE ISLAND
______ Stranchey, QUEEN VICTORIA
______ Swift, GULLIVER'S TRAVELS
______ Thackeray, VANITY FAIR
______ Thoreau, WALDEN
______ Tolstoy, WAR AND PEACE
______ Twain, LIFE ON THE MISSISSIPPI
______ Twain, HUCKLEBERRY FINN
______ Verne, AROUND THE WORLD IN EIGHTY DAYS
______ Virgil, AENEID
______ Whyte, W.H., ORGANIZATION MAN
______ White, E.B., ONE MAN'S MEAT
______ Wilder, OUR TOWN

High School Reading List

Now that you have completed the Reading Check List, answer the following questions about your general reading.

1. About how much time do you spend each week reading things you do not have to read as part of your school assignments? Check the appropriate blank.

   Hours: 0 ___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___
   8 ___ 9 ___ 10 ___ 11 ___ 12 ___ More than 12 ___

2. What have the members of the school staff done to encourage your reading beyond required class work?

3. What encouragement have you received in your home?

4. List below the magazines and newspapers you read most regularly.

   ______________________________ ______________________________
   ______________________________ ______________________________
   ______________________________ ______________________________
   ______________________________ ______________________________
   ______________________________ ______________________________

5. What section of the newspaper do you read first?

6. Then which sections do you read?

7. What reading did you do during the past summer?

8. List below the titles of the books you have read in the last two months.

   ______________________________ ______________________________
   ______________________________ ______________________________
   ______________________________ ______________________________
   ______________________________ ______________________________
   ______________________________ ______________________________
   ______________________________ ______________________________

9. What do you like to read best? Be specific about the nonfiction and fiction areas you read.

ACTIVITIES REPORT
(Revised 1965-66)

Name ______________________

City ______________________

Grade ______________________

Date ______________________
Month Day Year

The purpose of this exercise is to learn about what kinds of things you have done during the past year. Listed on the attached sheets are many of these things. Opposite each one are the four letters D, M, Y, N.

*D - means almost every day

*M - means about a few days a month

Y - means only two or three times a year

N - means you have not done this within the past year

If you have done these things almost every day, make a circle around the D.

If you have done these things a few times a month, make a circle around the M.

If you have done these things only two or three times in the last year, ma a circle around the Y.

If you have never done these things, make a circle around the N.

*NOTE: Where the activity is seasonal, such as ice hockey in the winter, answer in terms of almost every day, a few days a month, two or three times a year, or never during the season.

EXAMPLES:

Talking with friends . . . . D M Y N

Collecting stamps . . . . D M Y N

Going to another state . . . . D M Y N

Working our coefficients of alienation . . . . D M Y N

You will have plenty of time, but work carefully. Mark every item. There are no right answers. Everyone will probably check the list differently. After you have finished, go back and underline names of activities that you consider very important to you. At the end of the lists there is space for you to write additional activities. Add as many things as you want. You might also want to describe some of the activities you have marked. At the next interview the counselor will talk to you about the items you have mar

1S Swimming (in season) . . . . D M Y N
2R Reading adventure stories . . . . D M Y N
3M Playing a musical instrument . . . . D M Y N
4A Drawing pictures . . . . D M Y N
5C Collecting snapshops . . . . D M Y N
6K Attending meetings of student committees . . . . . . D M Y N
7H Woodworking . . . . D M Y N
8D Doing housework . . . . D M Y N
9K Attending meetings of scouts . . . . D M Y N
10P Caring for animals . . . . D M Y N
11X Listening to TV or radio humor programs . . . . . . D M Y N

12S Playing baseball (in season) . . . . D M Y N
13R Reading nonfiction . . . . D M Y N

14M Taking music lessons . . . . D M Y N
15A Decorating my room . . . . D M Y N
16C Collecting records . . . . D M Y N
17K Serving as an officer of a club . . . . D M Y N
18H Making model airplanes . . . . D M Y N
19D Cooking . . . . D M Y N
20K Attending meetings of church youth groups . . . . . . D M Y N

22X Watching television mysteries . . . . D M Y N

23S Playing basketball (in season) . . . . D M Y N
24R Reading comic books . . . . D M Y N
25M Singing in groups . . . . D M Y N

27C Collecting photos of movie stars or pop singers . . . D M Y N
28K Attending meetings of school organizations . . . . . . D M Y N

33S Playing football (in season) . . . . D M Y N
34R Reading mysteries . . . . D M Y N
35M Attending meetings of a choir . . . . D M Y N
36A Painting pictures . . . . D M Y N
37C Collecting coins . . . . D M Y N
38K Belonging to cheerleaders . . . . D M Y N
40D Sewing . . . . D M Y N
42X Watching sports . . . . D M Y N

43S Fishing (in season) . . . . D M Y N
44R Reading sports stories . . . . D M Y N
45M Playing in a band . . . . D M Y N
46A Drawing cartoons . . . . D M Y N
47C Collecting natural objects . . . . D M Y N
48K Working on a school paper . . . . D M Y N
49H Working with radio, TV or sound equipment . . . . . . D M Y N
50X Playing with young children . . . . D M Y N

51S Bowling (in season) . . . . D M Y N
52R Reading biographies . . . . D M Y N
53M Attending meetings of a chorus . . . . D M Y N
54A Drawing maps . . . . D M Y N
55C Collecting scrapbooks . . . . D M Y N

57S	Playing pingpong	D M Y N
58R	Reading historical novels	D M Y N
59M	Attending meetings of church choir	D M Y N
61C	Collecting stamps	D M Y N
62X	Going to school	D M Y N
64R	Reading classics	D M Y N
65M	Playing in an orchestra	D M Y N
66X	Watching musical entertainers	D M Y N
68S	Ice skating (in season)	D M Y N
69R	Reading war stories	D M Y N
70M	Playing in small instrumental groups	D M Y N
72S	Playing on school sports teams	D M Y N
73R	Reading animal stories	D M Y N
75X	Doodling	D M Y N
76S	Playing tennis (in season)	D M Y N
77R	Reading about ways people make their living	D M Y N
78M	Solo singing	D M Y N
79X	Meeting new people	D M Y N
80S	Hunting (in season)	D M Y N
81R	Reading love stories	D M Y N
82X	Social dancing	D M Y N
83S	Track (in season)	D M Y N
85X	Making things at home	D M Y N
86S	Playing on out-of-school teams	D M Y N
87R	Reading western stories	D M Y N
89S	Skiing	D M Y N
90R	Reading movie magazines	D M Y N
91X	Playing cards	D M Y N
92S	Horseback riding	D M Y N
93R	Reading plays	D M Y N
94X	Taking pictures	D M Y N
95S	Playing pool and billiards	D M Y N
96R	Reading about mechanical developments	D M Y N
97X	Going to parties	D M Y N
98S	Volleyball	D M Y N
99S	Archery	D M Y N
100S	Rollerskating	D M Y N
103X	Writing pen pals	D M Y N
104X	Working with machinery	D M Y N
105X	Playing checkers	D M Y N
106X	Working out cross-word puzzles	D M Y N
107X	Working on puzzles	D M Y N
108X	Working with a chemistry set	D M Y N
109X	Writing stories	D M Y N
110X	Playing chess	D M Y N
111X	Writing poetry	D M Y N
114S	Golf	D M Y N
115S	Wrestling	D M Y N

BEFORE YOU CONTINUE WITH THE CHECK LIST, PLEASE GO BACK AND UNDERLINE THE NAMES OF THE ACTIVITIES THAT ARE MOST IMPORTANT TO YOU.

Other things you do that are very important to you but are not given in any of the lists above ____________________

Other sports you play ____________________

____

Other kinds of musical activities you engage in ____________________

____

Other clubs or other organizations you belong to ____________________

____

Other things you collect ____________________

____

Did you have a job during the past summer? ____________________

Part-time ________ Full time ________ How long? ________(weeks)

Type of job ____________________

Describe what you actually did on the job ____________________

____

____

Did you like that kind of work? ____________________

Do you now have a part-time job? ____ How long have you had it? ____

Type of job ____________________

Describe what you actually do on the job ____________________

____

____

____

Do you like the work? ____________________

If you don't have a job now, do you want to get one? ____________________

What kind? ____________________

9th Grade Essay

THE UNIVERSITY OF WISCONSIN
Department of Counseling
& Behavioral Studies

Name ______________________________ Date ______________

School ______________________________

You will be given this hour to write an essay about yourself entitled, "The Dominant Forces That Have Directed My Life." Perhaps it would help if you keep the following questions in mind while you write.

1. In what ways have certain persons influenced my life most?
2. What other factors have caused me to be the person I am?
3. How will the above two factors aid or hinder me in attaining what I hope to become?

Research and Guidance Laboratory for Superior Student
UNIVERSITY OF WISCONSIN
Madison

TENTH GRADE ESSAY

Name ______________________

School ______________________

Date ______________________

The purpose of this assignment is to make you aware of the variety of things that influence us in our "growing up" and in developing plans for our future. Besides being an assignment in writing about a very interesting person, YOU, the autobiography will help you decide "What kind of person am I?" "How did I get that way?" and, "What do I hope to become?" Keep these three questions in mind and write freely about yourself. Include anything that you feel helped make you what you are. You will have about an hour to write.

Research and Guidance Laboratory for Superior Students
University of Wisconsin

JUNIOR ESSAY

(45 minutes)

Name ________________________

School ________________________

Date ________________________

Do _you_ think you should be permitted to make more decisions?

SENIOR STUDENTS

Name ______________________
School ______________________
Date ______________________

This is your fourth visit to the Research and Guidance Laboratory for Superior Students. In the time allotted to you please write a statement as long or short as you like on how you feel about your experiences at the Laboratory.

SENIOR STUDENTS

Name ______________________
School______________________
Date ______________________

This is your fourth visit to the Research and Guidance Laboratory for Superior Students. In the time allotted to you, please write a statement as long or short as you like on how you feel about your experiences at the Laboratory.

Research and Guidance Laboratory for Superior Students
UNIVERSITY OF WISCONSIN

SENIOR SCHOOL REPORT

In the time allotted write about your high school experiences (grades 9 to 12). The three questions below are guides but in the last one you are free to write whatever comes to mind.

1. Looking back at your high school experiences, suggest ways in which high school might have been made more valuable?

2. How could your experiences have been made more interesting?

3. We would like to have any comments you would like to make about your school experiences over the last four years. Use the space in any way you wish. Write on back of this sheet if you need more room.

UNIVERSITY OF WISCONSIN
Research and Guidance Laboratory for Superior Students

PROFESSOR VISIT

Name ______________________ School ______________________

Date ______________________ Grade ______________________

Name of professor ____

Professor's office address ____________________________________

Professor's professional field _________________________________

In what specific area of this field are you most interested? __________

____

- -

PROFESSOR VISIT REACTION

Research and Guidance Laboratory for Superior Students
UNIVERSITY OF WISCONSIN
Madison 6

END OF YEAR MARKS

Name ____________________.

School ____________________

DIRECTIONS:

1. Give all marks for grades 9 through 11.
2. Give latest mark available for grade 12.
3. Circle marks in accelerated or honors courses.

Subjects	Grade				Subjects	Grade			
	9	10	11	12		9	10	11	12
English					Civics or Citizenship				
Speech					Social Science				
					World History				
					U.S. History				
French									
Latin					General Science				
German					Biology				
Spanish					Chemistry				
					Physics				
General Math.									
Algebra					Physical Educ.				
Plane Geometry					Art				
Advanced Algebra					Music ________				
Trigonometry					Typewriting				

Letter Equivalents if numbers are used:

____________ = A
____________ = B
____________ = C
____________ = D

RESEARCH AND GUIDANCE LABORATORY
University of Wisconsin

OUTSTANDING FICTION FOR COLLEGE-BOUND STUDENTS

Austen, Jane. Pride and Prejudice
The romances of the Bennet girls and the ardent desire of their mother to have them all well married.

Balzac, Honore de. Pere Goriot
The subtle transformation of Eugene de Rastignac from naive provincial to Parisian gentleman.

Bellamy, Edward. Looking Backward
The author's idea of what life will be like in the year 2000.

Bronte, Charlotte. Jane Eyre
An unassuming English orphan becomes a governess and falls in love with her employer.

Bronte, Emily. Wuthering Heights
A story of intense and frustrated love, of hate and of revenge set in the wild moors of England.

Buck, Pearl. The Good Earth
The trials and problems of a Chinese peasant and his wife.

Butler, Samuel. The Way of All Flesh
The son of a clergyman breaks parental ties, thereby freeing himself to make his own way of life.

Cather, Willa. My Antonia
The hardships of a Bohemian immigrant girl in pioneer Nebraska.

Cather, Willa. The Song of the Lark
The daughter of a Swedish immigrant minister in Colorado grows up to become a great opera singer.

Cervantes, Miguel del Saavedra. Adventures of Don Quixote de la Mancha
The adventures of a mad Spaniard who imagines he lives in the age of heroic knights.

Collins, Wilkie. The Moonstone
A celebrated jewel is stolen from an idol in a Buddhist temple.

Conrad, Joseph. Lord Jim
A man's attempt to live with himself after an act of cowardice.

Crane, Stephen. The Red Badge of Courage
A boy moves from cowardice to courage in the War Between the States.

Dickens, Charles. David Copperfield
An autobiographical novel reflecting the life in England in the early nineteenth century.

Dostoevski, Fyodor. Crime and Punishment
A sensitive intellectual is driven by poverty to believe himself exempt from moral law.

Dreiser, Theodore. An American Tragedy
This novel is a powerful document on the theme of social inequality and lack of privilege.

Dumas, Alexander. The Count of Monte Cristo
An adventure story of a man's unjust imprisonment, escape, and return to a new life.

Eliot, George (pseud.) The Mill on the Floss
Impulsive, loving Maggie and her plodding brother, Tom, find in death the solution to their emotional conflicts.

Fitzgerald, F. Scott. The Great Gatsby
Lives of wealthy persons in the New York area during the "roaring" twenties are carefully portrayed.

Fuller, Iola. The Loon Feather
Oneta, an Indian girl, tells of the decline of Indian civilization.

Galsworthy, John. The Forsyte Saga
The chronicle of three generations of an upper middle class English family.

Gilbreth, Frank B. and E.G. Carey. Cheaper by the Dozen
Two of a family's twelve children tell how life was precarious but never dull.

Glasgow, Ellen. Vein of Iron
A family "vein of iron" runs in Ada, indomitable daughter of a Virginia family.

Guareschi, Giovanni. Little World of Don Camillo
The half-humorous, half-serious feud between an Italian village priest and a communist mayor.

Hardy, Thomas. The Return of the Native
The powerful influence of Egdon Heath turns to tragedy the love of Clym and brings ruin to others as well.

Hawthorne, Nathaniel. The Scarlet Letter
Puritan New England, its stern morality, and the relentless workings of conscience in one who seeks to conceal guilt.

Hemingway, Ernest. The Old Man and the Sea
Santiago, an old Gulf fisherman, battles with a monster marlin.

Hersey, John. A Single Pebble
An American engineer finds Oriental philosophy a greater obstacle than the wild Yangtze River.

Heyderdahl, Thor. Kon-Tiki
A true-adventure story of six young men who set sail across the Pacific on a primitive raft.

Hudson, William H. *Green Mansions*
Romantic fantasy set in a South American jungle.

Hugo, Victor. *Les Miserables*
A powerful story of an unfortunate thief in the underworld of Paris.

Hulme, Kathryn. *The Nun's Story*
Sister Luke, a missionary nurse in the Congo, finds she cannot achieve the humility she needs to be an ideal nun.

Kipling, Rudyard. *Kim*
The adventures of an orphan son of an Irish soldier during the days of British rule in India.

Lansing, Alfred. *Endurance: Shackleton's Incredible Voyage*
A dramatic account of an escape from a sinking ship in the Antractic Sea.

Lewis, Sinclair. *Arrowsmith*
A young doctor must decide between worldly success and money and his own desire to devote his life to scientific research.

Llewellyn, Richard. *How Green Was My Valley*
A young Welsh miner watches his idyllic village become a scene of tragedy.

Maugham, W. Somerset. *Of Human Bondage*
A young man searches for a way of life.

Melville, Herman. *Moby Dick*
An old sea captain vows revenge on the white whale that caused him to lose his leg.

Mitchell, Margaret. *Gone With the Wind*
Scheming, beautiful Scarlett O'Hara and unscrupulous Rhett Butler make this story of the War Between the States adventurous and absorbing.

Monsarrat, Nicholas. *The Cruel Sea*
The story of the courageous crew aboard the *Compass Rose* in the North Atlantic during World War II.

Nordhoff, Charles B. and James Norman Hall. *Bounty Trilogy*
The great trilogy tells of men who mutinied against an insufferable sea captain.

Orwell, George. *Animal Farm*
A satire on communism and the totalitarian state.

Page, Elizabeth. *The Tree of Liberty*
A vast American panorama of the lives of three generations -- from the days of the colonies to the Western plains.

Paton, Alan. *Cry, the Beloved Country*
The personal tragedy of a humble Zulu parson seeking his son and sister in Johannesburg.

Poe, Edgar Allen. *Complete Tales and Poems*
The outstanding tales of mystery and suspense from the pen of one of the [illegible] mystery writers of all time.

Rawlings, Marjorie. The Yearling
A story of the Florida country and the conflicts in a boy's mind as he has to face many unpleasant aspects of adult life.

Remarque, Erich Maria. All Quiet on the Western Front
Through the mind and eyes of a German private, the reader shares life on the battlefield during World War I.

Richter, Conrad. The Sea of Grass
Warfare between cattlemen and homesteaders.

Roberts, Kenneth. Northwest Passage
Major Robert Rogers' tough expedition in 1759 searches for an overland passage to the Pacific.

Rolvaag, Ole. Giants in the Earth
The life of Norwegian settlers in South Dakota.

Saroyan, William. The Human Comedy
Incidents in the life of a family during World War II.

Scott, Sir Walter. Ivanhoe
The days of Robin Hood and of Saxon and Norman feuds come alive. in this story of medieval England.

Shellabarger, Samuel. The Prince of Foxes
The story of intrigue of Italian princes during the Renaissance.

Shute, Nevil. On the Beach
A lonely girl and a U.S. submarine commander bravely face the world's short future after a cobalt-bomb war.

Sienkiewicz, Henryk. Quo Vadis
The conflict between the licentiousness of the first century and the purity of the Christians.

Steinbeck, John. The Grapes of Wrath
American farmers in the Dust Bowl in the mid-thirties.

Stevenson, Robert Lewis. Kidnapped
Scotland after the rising of Prince Charlie is the background of this adventure story.

Stewart, George. Storm
A moment-by-moment account of the formation of a hurricane at sea.

Stone, Irving. Immortal Wife
The biography of Jessie Benton Fremont, wife of the 19th century American explorer John Fremont.

Stone, Irving. Love Is Eternal
The misunderstandings, sorrows, and devotion of Abraham Lincoln and Mary Todd.

Thackeray, William. Vanity Fair
A closely knit story of a social climber in Victorian London.

Tolstoy, Leo. Anna Karenina
One of the greatest novels ever written tells the story of two love affairs, one tragic, the other happy.

Tolstoy, Leo. War and Peace
A fascinating study of people and their relations to each other in Russia during the Napoleonic War.

Turgenev, Ivan. Fathers and Sons
A straightforward novel which dramatizes the conflict and differences between generations in Russia.

Twain, Mark (pseud.). Huckleberry Finn
A Missouri boy's adventures on the Mississippi.

Undset, Sigrid. Kristin Lavransdatter
A vivid description of Scandinavian life during the fourteenth century.

Uris, Leon. Exodus
The love of an American nurse and an Israeli freedom fighter grows as a new nation is born.

Wharton, Edith. Ethan Frome
A bitter, stark story of people trapped in a marriage from which they can't escape although love is long gone.

Wilder, Thornton. The Bridge of San Luis Rey
The story of five travelers who were victims of the collapse of a bridge built over a deep chasm in Peru.

Wouk, Herman. The Caine Mutiny
A crisis aboard a World War II destroyer caught in a typhoon leads to a dramatic court-martial.

PROVISIONS FOR SUPERIOR STUDENTS IN SOME WISCONSIN HIGH SCHOOLS

Check those that are done in your school

1 Advanced sections in courses are provided and advanced courses are offered. ______

2. Some students do advanced work in college texts. ______

3. Students are permitted to take more than the usual course load. ______

4. Independent study programs are arranged. Teachers arrange consultation periods for students working on special projects. ______

5. College-type seminars designed to introduce topics not ordinarily covered in course work, or to explore course topics in greater length are offered. ______

6. Participation in advanced placement program is encouraged. ______

7. High school or college level correspondence courses are taken for enrichment. ______

8. College courses are taken at a college while students are still in high school. ______

9. Auditing of classes is substituted for study halls. ______

10. Enrollment in two classes meeting at same hour is permitted for enrichment or when there are schedule difficulties. ______

11. Book clubs are organized. ______

12. Honor study halls (unsupervised) are provided. ______

13. Students act as tutors in fields of special competency. ______

14. Classes for enrichment are offered locally during the summer. ______

15. Encouragement to attend summer institutes is given. ______

16. Students are encouraged to participate in many contests, science talent searches and scholarship competitions. ______

17. Specialists in the community supplement regular programs, work with students on special projects, or evaluate students' work. ______

18. Try-out vocational experiences are arranged. ______

19. Early admission to college is arranged for a few selected students. ______

20. An honors banquet for high achieving students and their parents is held annually. ______

21. Graduates in college return to the school to tell students about experiences in college. ______

22. Schools publish products of students' in special annual. ______

23. Follow-up records of graduates are kept. ______

24. Conferences with both parents are held at least once a year. ______

GUIDANCE LABORATORY REPORTS

Suggestions to the School

1. Perhaps Jerry's English teacher could assist him in establishing a study plan through which he could devote a few of the seven study halls he has each week to a study of what good writing is, how to incorporate some of these points into his own writing, and how to attain a better command of the English language.

Jerry reviewed the essay he wrote and his performance in the verbal areas. He concluded that there is much room for improvement in the way he develops his thoughts and the words he uses to express his ideas. Of course one recognizes that the school year has just begun and undoubtedly Jerry will have many opportunities to practice and improve his writing skills. Yet the ideas contained within this suggestion have been emphasized because there are indications that Jerry might be more likely to accept specific suggestions on how to improve his verbal skills, than to take the definite steps which are needed in order to put these suggestions into practice. He was encouraged to make note of unfamiliar words encountered in his reading and include them in a personal glossary which he could study -- during his free moments.

2. Could the guidance department arrange for Loree to talk to representatives of the occupational fields she is considering?

Loree still has some doubts as to what occupation she should pursue. She fears getting well into an occupation or its lengthy preparation before discovering that it does not really satisfy all of her interests and wants. To some extent this might be due to a lack of understanding of the type or training required, the skills involved and the actual daily activities of the occupations she is considering. While at the University she had the opportunity to discuss such points with a professor of child psychology. It would be well for her also to speak to someone in the practice of clinical psychology. She should talk to someone in the field of medicine. She seems most interested in psychiatry. Is there someone in this field who would be willing to talk to Loree? Has she given any consideration to psychiatric nursing? Although she shows less interest, she might not have completely dismissed the idea of teaching in a school for the deal. Could arrangements be made for her to visit such a school? Such opportunities might greatly facilitate a decision she will soon have to make.

3. Would there be an opportunity for Matt, as well as for some other interested students, to develop an editorial forum in the school newspaper?

Matt mentioned that some students had independently produced a GRIPE sheet in Cumberland High. Although the overall result of that unsupervised enterprise may not have been constructive, is not the type of interest and energy that generates it and the skill fundamental to developing it worthy of strong encouragement in the school? Perhaps an Open Forum page in the school newspaper could be devoted to essays, letters, and editorials dealing with issues that are meaningful to the students. Faculty could help, both through teaching and through example by participation in the forum, to develop in students the ability to identify meaningful issues; to formulate reasonable points of view on them; and to recognize, criticize, and accept points of view different from their own. There would have to be some "give and take" in a project of this sort. All "give" and no "take" won't work.

4. Could Ann work independently on some project or course of study in lieu of attending her current history class?

Pacing a class for both brighter and slower students is a problem, particularly in a subject like history where all the students have studied the subject one or more times in the lower grades. This seems to be the problem with Ann who feels she's already gone into history as deeply as it is now being studied. She indicated that if she could drop one subject from her current program it would be U.S. history, because "I've had it three times already." If her history teacher feels she is capable of handling an independent study program, possibly she could engage in some original research on the history of Cumberland. One boy at the Laboratory is interviewing "old timers" in doing the history of a nearby town. Possibly the State Historical Society would take an interest in such a project, since the opinions and attitudes (social and cultural history) are notieceably scarce in their archives.

5. Peg needs to be reinforced in her convictions regarding honesty and honor in schoolwork.

Peg is somewhat disturbed by the dishonesty she observed in other students. This is a reasonable reaction if we assume that she is trying very hard to be an honors student, and to become this through persistent effort and high standards of honesty. Can she be reassured that her efforts to maintain high scholastic standards will meet with rewards which far exceed that of any immediate advantage that another student may seem to gain from a dishonest approach? To concern herself over this behavior of others might somewhat hinder her own free expression and acceleration.

6. Steven can continue to profit from good reading suggestions which will widen and deepen his experiences.

Steven's discussions of books he has read reveal that he can deal with very advanced material and that he reacts thoughtfully to what he reads. In order to broaden his philosophical base, perhaps little can be done that would be more effective than a guided reading program. Books such as John Steinbeck's Grapes of Wrath, or Alan Paton's Cry the Beloved Country or Pearl Buck's The Good Earth are recommended to expose Steven to some of the realities they depict. He may discover in Ayn Rand's Atlas Shrugged a point of view he would want to ponder and criticize. His interests in science and theology might be nourished through Werner Keller's The Bible as History, John Zachary Young's Doubt and Certainty in Science, or Leslie Weatherhead's Psychology, Religion, and Healing. For exploration in the value of humor, how about James Thurber's Fables for Our Time, or Ring Lardner's Caddy's Diary. The above readings are suggested with Steven specifically in mind. Could teachers who know him supply other suggestions especially for him? He is capable of handling high-level material.

There are some drama selections that could be excellent reading for him. Outward Bound, The Red Shoes, The Cocktail Party, Death of a Salesman, Mourning Becomes Electra, High Tor, Both Your Houses, Beckett, and many others of good quality are available in inexpensive editions and can be read in short time. Steven as well as other advanced students may find drama reading and discussion an entertaining and educational activity.

7. Perhaps Mr. Mihalek and Don's counselor could begin developing a special program in science for Don during his senior year including a chemistry course at Northland College.

Certainly Don has been offered exceptional opportunities to study experimental chemistry in high school, and it would appear that he has made excellent progress. However, Don seems to have a somewhat limited view of the possibilities for future independent study as evidenced by his own statement, "I have been studying chemistry since I was in fourth grade, and I'm running out of things to study. What is there left to take in high school?" He did not seem to think the senior science courses in physiology and conservation would be very useful to him as a future research chemist. Is there a possibility that Don's schedule of classes for next year could be arranged so that he could take a college chemistry or mathematics course at Northland?

Don seemed very pleased to learn that it is possible for high school students to win scholarships for outstanding research work through such contests as Westinghouse Science Talent Search, and he requested information about entering such contests. He was also encouraged to submit plans for research projects to the Research and Guidance Laboratory. They will be forwarded to the appropriate department at the University of Wisconsin for their evaluation and recommendations. Perhaps Mr. Mihalek might like to discuss some possible research topics with Don.

RESEARCH AND GUIDANCE LABORATORY FOR SUPERIOR STUDENTS
University of Wisconsin

Name ____________________ School ____________________
Grade ____________________ Date ____________________

DIRECTIONS: Below is a list of occupational booklets available at the Research and Guidance Laboratory for Superior Students. Check (X) the ones you would like to take home with you to study. The space at the bottom may be used for any specific occupations not shown on this sheet.

A. ARMED FORCES
____Regular
____ROTC
____Service Academy
  ____Army
  ____Navy
  ____Air Force
  ____Marines
  ____Coast Guard

B. CLERICAL AND RELATED
____Accounting
____Secretarial

C. COLLEGE
____Admissions
____Costs
____Financial Aids

D. EARTH SCIENCES
____Agriculture
____Agronomy
____Farming
____Forestry

E. ENGINEERING
____Aeronautical
____Architectural
____Automotive
____Chemical
____Civil
____Electrical
____Mechanical
____N.A.S.A. (space)

F. MANAGEMENT
____Banking
____Business--General
____Careers General
____General Management

G. MATHEMATICS
____Actuary
____Careers--General
____Electronic Computer
____Statistician

H. MEDICINE AND HEALTH (General)
____Medical Opportunities
____Medical Scholarships
____Nursing
____Pathology
____Physiology
____Technology Profession

I. MEDICINE AND HEALTH (Specific)
____Dentist
____Dietitian
____Medical Librarian
____Occupational Therapy
____Pharmacy
____Physician
____Rehabilitation
____Speech Therapy
____X-Ray Technician
____Woman Doctors
____Veterinary

J. MISCELLANEOUS
____Advertising--General
____Construction
____Dance
____Foreign Language
____Ministry--Clergy
____Reporter-Journalism
____Y.W.C.A.
____Y.M.C.A.

K. PHYSICAL SCIENCES
____Atomic Scientist
____Biochemistry
____Careers--General
____Chemist
____Frontiers of Sci.
____Marine Science
____Microbiology
____Mineral Industry
____Oil Industry
____Physicist

L. SALES
____Food Retailing
____Marketing
____Personnel Work
____Purchasing Agent
____Sales--General
____Salesman--General

M. Service (General)
____Foreign Service
____Public Service
____Public Relations
____Internal Revenue
____Social Science
____Social Work

N. SERVICE (Specific)
____Peace Corps
____Home Economist
____Lawyer
____Rehabilitation
____V.I.S.T.A.

O. TEACHING
____Chemistry
____College Teaching
____Future Teachers
____Home Economics
____Librarian
____Mathematics
____Physical Education
____Physics
____Social Science

P. OTHERS
____
____
____
____
____
____

Research and Guidance Laboratory for Superior Students
UNIVERSITY OF WISCONSIN

FIRST SEMESTER 1967

MONDAY, WEDNESDAY, FRIDAY CLASS VISITS

(11:00 Class Visits)

ANTHROPOLOGY 591 Van Hise Prof. Elder	The Civilization of India.
ART HISTORY The Fine Arts of China 58 Bascom Prof. Chou	Development of painting, sculpture, and related arts in China from T'ang to Ch'ing dynasties.
BOTANY Introductory Botany Aud Agr Hall Prof. Whittingham	Living organisms: their structure, functional capabilities, development, perpetuation, and evolution; open to freshmen; high school chemistry or concurrent registration in college chemistry strongly advised.
CHEMISTRY General Chemistry 1361 New Chem Prof. Sorum	Introductory college chemistry; for chemistry course students, chemistry majors, chemical engineers, and students majoring in areas related to chemistry,
CIVIL ENGINEERING Steel Structures 2265 Engr. Prof. Johnson	Principles of stress determination and proportioning of structural steel members and connections; background of specification requirements; correlation of theory and practice; welded, bolted, riveted connections; plate assemblies and orthotropic systems.
COMPARATIVE LITERATURE 575 Van Hise Prof. Hall	The Modern Novel.
ELECTRICAL ENGINEERING Electromechanics 2317 Engr. Prof. King	Basic field concepts underlying lumped circuit elements and circuit problems.
ENGLISH Honors Course in Soph. Lit. 66 Bascom	A chronological survey of major English literary genres; e.g., drama, lyric poetry, criticism, the novel, through the intensive study of representative practitioners; lectures, discussions, reports, conferences
FRENCH 3rd Semester French 283 Van Hise	Selections from standard French prose writers and material about France; grammar review, oral practice.

GENETICS Heredity 145 Birge Prof. Abrahamson	Applications to plant and animal improvement and human inheritance.
GEOGRAPHY Physical Geography 315 Science Prof. Psuty	Landforms, Soils & Mineral Resources.
GEOLOGY General Geology B 10 Commerce Prof. Laudon	Geologic processes in operation on and beneath the surface of the earth.
GERMAN 370 Van Hise	First semester German.
HISTORY History of Greek Civilization 181 Bascom Prof. Edson	Greek History for pre-historic times to the decline of the Greek city-state.
MATHEMATICS Calculus and Analytic Geometry B 102 Van Vleck	Introduction to differential and integral calculus and plane analytic geometry, selected topics in advanced algebra and analytic trigonometry reviewed as needed.
MECHANICAL ENGINEERING Mechanical Design 105 Mech. Engr.	Kinematics and dynamics of mechanisms; graphic and analytic solutions of problems relating to mechanical systems; motion, velocity, acceleration, vibration, balancing, introduction to control systems; related lab experiments.
MUSIC First Year Theory 202 Bernct	Basic notation; intervals; scales and modes; rhythm; contrapuntal harmony, written and keyboard; sight singing and ear training; selected music for harmonic and form analysis.
PHILOSOPHY Elementary Logic 101 Psychology Prof. Kearns	Introduction to the study of the formal characteristics of logical truth and inference.
POLITICAL SCIENCE Urban Politics 104 Van Hise Prof. Gardiner	Organization and politics of city governments, changing political structures and leadership patterns in urban areas; consideration of urban policy problems.
PSYCHOLOGY Introduction to Psychology 105 Psychology Prof. Sackett	Study of behavior including its development, motivation, frustrations, emotions, learning, intelligence, personality, thinking and social behavior.

SOCIOLOGY Introduction to Sociology 5322 Social Science Prof. Silva	Interrelations of personality, society and culture; social processes, structures, functions and institutions.
SPANISH Elementary Survey of Spanish Lit. 494 Van Hise Staff	Introduction to the study of Spanish literature, readings, discussions, literary history. From 12th to 17th centuries. Spoken entirely in Spanish.
VETERINARY SCIENCE Control of Infectious Diseases 201 Dairy Cattle Prof. Easterday	The nature of diseases and principles involved in their prevention.

APPENDIX F

Sample Reactions of Workshop Participants

Charles W. Baker High School
BALDWINSVILLE ACADEMY AND CENTRAL SCHOOL
Baldwinsville, N. Y.

October 7, 1966

Dr. John Rothney
Psychology Department
University of Wisconsin
Madison, Wisconsin

Dear Dr. Rothney:

I attended the conference for the Superior Child at Oswego this past summer. I was very much impressed with the four-page Autobiographical Questionnaire which you use in grades 9-12.

I would appreciate receiving a copy of this autobiographical form and also permission to use it in my counseling. Thank you very much.

Sincerely yours,

Allan S. Datz
Guidance Counselor

ASD:art

HUDSON COMMUNITY SCHOOLS
A.B. Ogland, Superintendent
Hudson, Wisconsin
54016

May 4, 1965

Dr. Marshall Sanborn
University of Wisconsin
Madison, Wisconsin

Dear Dr. Sanborn:

Thank you for your part on the program of the W.A.S.S.P. on April 26. The remarks you gave the group and the material presented were very interesting and valuable.

We feel you added greatly to the success of our entire program.

Sincerely yours,

W.G. Heiting

mk

GASTONIA CITY SCHOOLS
Supplementary Services Center
318 West Seventh Avenue
Gastonia, North Carolina 28052

April 25, 1967

Dr. John Rothney, Director
Research and Guidance Laboratory
for Superior Students
University of Wisconsin
Madison, Wisconsin

Dear Sir:

It has been several weeks since the conference at Quail Roost, and I realized that I had not expressed my appreciation to you and Dr. Sanborn for sharing your experiences with us. So, this letter will serve two purposes - first, thank you for an excellent conference; second, a favor.

You mentioned that there were "brain teasers" or analogy items that you used in screening or selecting students for your program. I don't recall whether these were used on a formal or informal basis. I am interested in learning more about this procedure, and I would appreciate any further information you could provide me on the subject. I would be particularly interested in the items used. Are they published, for sale?

We are in the process of negotiating with the federal government for a Title III proposal to benefit academically talented students in our system. The information requested above will be very helpful if you are able to provide it.

Thank you for your consideration in this matter.

Respectfully yours

William L. Stroupe,
Guidance Consultant

WLS/ja

HATBORO-HORSHAM SCHOOLS
Senior High School
227 Meetinghouse Road
Horsham, Pennsylvania 19004

November 9, 1965

Dr. Marshall Sanborn
The Research and Guidance Laboratory
for Superior Students
University of Wisconsin
Madison, Wisconsin

Dear Dr. Sanborn:

On behalf of the Montgomery County Personnel and Guidance Association, I am sending you our thanks for your part in our Workshop this past week. The full impact of this Workshop may not be realized for quite a while; but we counselors are already inspired to attempt the implementation of the many things we learned in such a short time.

We hope that you will be able to re-visit us and bring further details of the follow-up studies.

Sincerely yours,

(Mrs.) Patricia S. Point
Counselor

PSP/er

ARLINGTON PUBLIC SCHOOLS
23 Maple Street
Arlington, Massachusetts 02174
Telephone: 646-1000

October 25, 1966

Dr. Marshall P. Sanborn
University of Wisconsin
Madison, Wisconsin

Dear Dr. Sanborn:

I was very happy to be able to attend the workshop on gifted students that you presented at the University of Massachusetts on October 20 and 21, 1966. Both Dr. Rothney and you certainly gave an indication of the depth of the study you have been working on. I was particularly impressed with the esprit de corp that you apparently have been able to engender between public schools and the university. I wish we could do the same.

Best wishes for your continued success.

Sincerely yours,

Lawrence H. Anderson, Ed.D.
Assistant Superintendent

LHA/fk

BRIEN McMAHON HIGH SCHOOL
Highland Avenue
Norwalk, Connecticut 06854
838-4721

November 7, 1966

Dr. John Rothney and
Dr. Marshall Sanborn
Guidance Laboratory
University of Wisconsin
Madison, Wisconsin

Dear Drs. Rothney and Sanborn:

Thank you both for the enjoyable and informative workshop on Superior Students. The presentations and discussions were enlightening and helpful in recognizing problem areas, programs and progress in this important area.

We will be very pleased to make extended use of the duplicated materials concerning the cases studied and any other literature, forms and information that may be available concerning the Guidance Laboratory.

Sincerely yours,

Arthur L. Hillis
Counselor

NORTH CENTRAL ASSOCIATION OF COLLEGE
AND SECONDARY SCHOOLS

Commission of Secondary Schools

April 19, 1967

Dr. Marshall Sanborn
University of Wisconsin
Madison, Wisconsin

Dear Dr. Sanborn:

We are very grateful for your contribution to our recent annual meeting. Many highly favorable reactions have reached us concerning the sessions.

Your efforts and interest in the role of NCA are deeply appreciated.

Sincerely yours,

Gordon Cawelti
Executive Secretary

GC:sd

BURBANK UNIFIED SCHOOL DISTRICT
Division of Special Services
245 E. Magnolia Blvd.
Burbank, California 91503

February 8, 1967

Marshall P. Sanborn, Associate Director
Research and Guidance Laboratory for
Superior Students
University of Wisconsin
970 Observatory Drive
Madison, Wisconsin

Dear Dr. Sanborn:

On April 5th at our Counselor Association Meeting, I will have the opportunity to tell about the University of Wisconsin, Research and Guidance Laboratory for Superior Students.

I have been urging that more time and study be given to superior students in our district and so far this is the first breakthrough to get an audience.

Last summer at San Fernando Valley State College you told about this program and also shared with us some of the responses to students on the different questionnaires. Would it be possible for you to send a copy of one or two student questionnaires with responses included? I feel the need for counselors and teachers to understand more fully the range and depth of personal, social and academic concern of most superior students.

If there is any other information you wish to have conveyed in a meeting like this, please feel free to send it along.

Thank you very much for the materials just received.

Very truly yours,

Patricia Bradley
Counselor
Dept. of Individual Guidance

PB/erc

WICHITA STATE UNIVERSITY
Wichita, Kansas 67208
Phone Murray 3-7561

January 27, 1967

Dr. Marshall P. Sanborn,
Associate Director
Research and Guidance Laboratory
for Superior Students
University of Wisconsin
970 Observatory Drive
Madison, Wisconsin 53706

Dear Dr. Sanborn:

The school counselors of this area and our faculty at Wichita State wish to express appreciation for the fine workshop of last week. Some plans are even now underway to implement greater cooperation between public schools and the university in developing better counseling for superior students. I'm sure you will agree that is a rather prompt reaction to the ideas you brought.

I'm so glad you saw Kansas last week instead of this one. Had the storm we developed Wednesday evening have come a week earlier, you would not have talked of our balmy weather.

Hope you and Dr. Rothney had a pleasant flight home.

As your research and publication progresses, you will have a group of extremely interested professors and counselors in Kansas following your progress. Perhaps a follow-up conference will be possible someday.

Again, our deep appreciation.

Sincerely,

Phyllis Burgess
Professor of Education

PB/ss

KINSTON GRADED SCHOOLS
Office of Superintendent
Kinston, N. C.

March 2, 1967

Dr. Eugene Burnette
Supervisor
Education for Exceptionally Talented
State Department of Public Instruction
Raleigh, North Carolina 27602

Dear Dr. Burnette:

The recent meeting at Quail Roost was one of the most enlightening professional gatherings that I have ever had the opportunity to participate in. It certainly was a stimulant to the "gray matter."

I suppose there are many ways that a neophyte, such as I, can appraise this meeting. Selfishly, I find myself evaluating in terms of what it means to me as an educator, supervisor, former teacher, and one who is very interested in the education and full development of the superior student.

1. The sessions served to develop an awareness of the many different counseling and guidance needs, as well as the need for different types of academic programs for the superior student.

2. The case study sessions seemed to enable one to become more aware of the depth and breadth needed in case studies for superior students.

3. It was evidenced during the discussions that the involvement of the student, school, and parents in the guidance and counseling procedures incorporated elements of the "whole child" approach to learning. This, as a result, will probably teach the child how to make better choices in living, as well as in learning. In this manner, they not only learn more about themselves, but will have a better understanding in their relationship with others.

4. As for myself, I am more aware of (1) the many needs of the superior student, (2) the crucial need of better trained counselors and teachers in this field, (3) ways of identifying these students other than the general testing procedures which are often used in our schools, and (4) a need to better prepare myself in supervising and coordinating such a program.

Let me thank you again for inviting me, and as you plan programs of this type in the future, I would welcome the opportunity to participate. We are fortunate to have your leadership in this department.

Sincerely,

(Mrs.) Mary W. Owens
Elementary Supervisor

MWO/ga

cc: Dr. John Rothney, University of Wisconsin, Madison, Wisconsin
Dr. Marshall Sanborn, University of Wisconsin, Madison, Wisconsin

APPENDIX G

Sample of Independent and Free Study Schedule

WINNECONNE COMMUNITY SCHOOLS
Winneconne, Wisconsin

Independent and Free Study Schedule

What it is --- The Independent Study and Free Schedule Program is set up to allow students who are doing exceptional work in one or more courses to be excused from attending these classes regularly so that they might work on other projects more beneficial to them during that time.

Purpose ---

1. This Independent Study-Free Schedule Program is based on the assumption that we should be providing each student with the educational opportunities through an extension of the classroom that will be most beneficial to him during his high school years.
2. It can further be assumed that certain students frequently need challenging opportunities that they cannot get through regular class attendance.
3. This schedule should provide an opportunity for advanced study in a specific subject area in which the student is talented and interested. At the same time, the student will keep track of what is going on in the class he is missing but not necessarily be doing all of the assignments.
4. This schedule will allow the student to pursue subject matter by methods not ordinarily used in the classroom.
5. This schedule should allow the student to focus on special problems or issues within a given subject area that are of special interest to him.

Procedure ---

1. We are beginning with the students in our Superior Student Program. We feel they have the capabilities needed to successfully execute this program and they are interested in it. We have met with them.
2. They have written statements indicating their interest in the program and also telling to what extent they felt they could participate (what classes they felt they could miss and how often). In some instances, they indicated what projects they would like to work on in place of attending classes regularly.
3. The program was explained to the faculty.

4. Mr. Feira or Mr. Van Straten will meet with each of the students individually to discuss in more detail with them the extent to which they will participate in the program and projects they are interested in pursuing.

5. Then, a meeting will be held including the student, principal, counselor, and the student's teachers to discuss his participation in the program and to plan a course of action to be followed in putting the program into effect.

6. The student will meet regularly with his teachers, individually, to discuss his progress and plan future courses of action in light of his past progress.

7. The student will meet occasionally with his counselor to discuss his participation in the program and any problems which may arise.

8. A student and teacher evaluation of the program, including each student's participation in it, will be made at the end of the year or whenever it is felt necessary.

Further Suggestions ---

1. Students should probably not work on more than one major project at one time.

2. This project, however, may be relevant to more than one of the student's subjects and, thus be considered by more than one teacher.

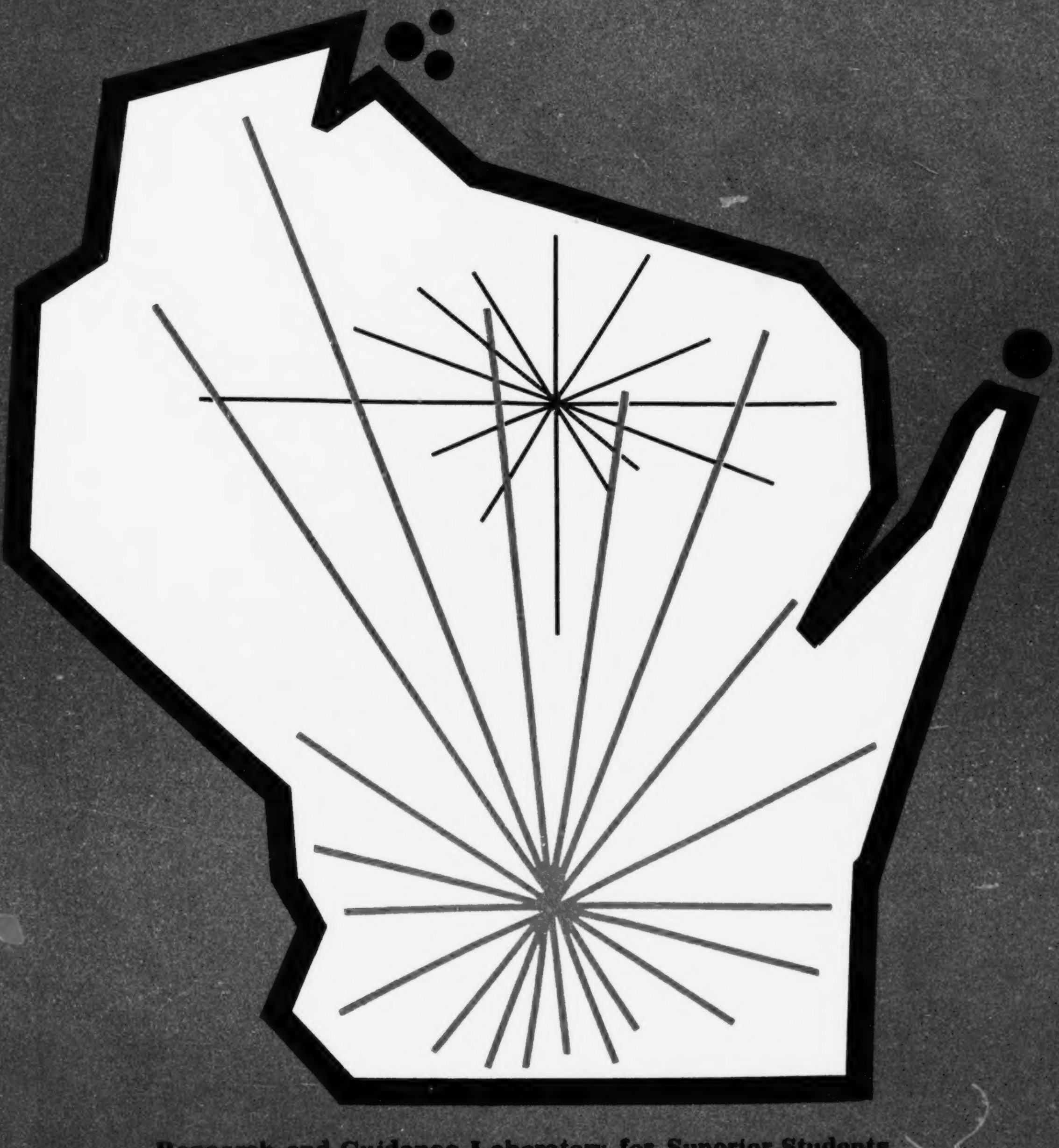
3. Teachers may wish to refer other students to the Guidance Department that they feel could profit from this Independnet Study-Free Schedule.

APPENDIX H

Pamphlet:

Identifying and Educating Superior Students in Wisconsin High Schools

IDENTIFYING
AND
EDUCATING
THE SUPERIOR STUDENT
IN
WISCONSIN HIGH SCHOOLS



Research and Guidance Laboratory for Superior Students

THE UNIVERSITY OF WISCONSIN

1967

ADVISORY COMMITTEE TO THE RESEARCH AND GUIDANCE LABORATORY FOR SUPERIOR STUDENTS

1967

CHANCELLOR L. H. ADOLFSON	UNIVERSITY CENTERS
PROF. A. G. ECKHARDT	SCHOOL OF LAW
DEAN P. L. EICHMANN	SCHOOL OF MEDICINE
DEAN L. D. EPSTEIN	COLLEGE OF LETTERS & SCIENCE
DEAN D. J. MC CARTY	SCHOOL OF EDUCATION
DEAN G. S. POUND	COLLEGE OF AGRICULTURE
PROF. R. E. TUTTLE	SCHOOL OF BUSINESS
DR. E. C. WEDEMEYER (Chairman)	UNIVERSITY EXTENSION
DEAN K. F. WENDT	COLLEGE OF ENGINEERING

MADISON STAFF

DR. JOHN W. M. ROTHNEY, DIRECTOR
DR. MARSHALL P. SANBORN, ASSOCIATE DIRECTOR

WAUSAU BRANCH

DR. W. J. STANKOWSKI, DIRECTOR

The work of the Laboratory is supported by University funds, school fees and a Demonstration Grant (No. OE-5-10-060) of the Cooperative Research Branch of the U. S. Office of Education, Department of Health, Education, and Welfare.

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FOREWORD

All schools have some students who are, or could be, exceptionally good learners in any of the usual school offerings. They may not be geniuses or gifted or talented or creative in any of the usual definitions of the term, and their test scores may even fall below levels commonly used as indicators of such classifications; but it is generally known that they are, or could be, highly proficient in reaching the objectives high schools set for their students. It is students of this kind who are the subjects of this report. Of course, if they are also creative or talented in other areas it makes for additional challenges for the school, and we shall certainly be concerned with their development. If, however, the student has demonstrated that he can learn at a significantly higher or faster level than his fellow students, the school is obligated to provide learning opportunities he needs while he is in high school and to offer him the guidance most likely to insure continuation of superior performance after graduation.

In this pamphlet we shall describe the manner in which some Wisconsin high schools with student populations ranging from 150 to 2,300 have identified and provided for their superior students during the past ten years. The fact that they have done so without exhorbitantly expensive additions to personnel and materials indicates that any Wisconsin high school faculty which is willing to meet its obligations to superior students can do so.

I
INTRODUCTION

This pamphlet was prepared at the Research and Guidance Laboratory for Superior Students* at The University of Wisconsin, for distribution at no cost to high schools of the state.

The Laboratory began in 1957 to work on a cooperative research and service basis with some 90 schools representing all geographic areas of the state and ranging in enrollments from 150 to more than 2,000. This work has continued for the past ten years. During that time some 2,400 students have attended the Laboratory for one day during each of their secondary school years. Some are currently attending, and some are being followed into their post-high school careers.

Members of the Laboratory staff have conducted some 7,500 interviews with parents of participating students and presented 800 in-service meetings with faculties of schools they attend. About 2,000 teachers have visited individually with Laboratory staff members concerning superior students they had in their classes. Three hundred university professors have permitted superior students to visit their classes and 250 have carried on interviews with 1,200 young people who were considering careers in their respective fields.

Complete cumulative records have been kept on each student, containing records of the activities noted above, test scores, writing samples, reports on preferences, reactions to school experiences, and evidence of outstanding performances in any area. Each year after their graduation from high school the students report about their post-high school experiences, on questionnaires and in interviews with the Laboratory staff. Some 1,300 Laboratory subjects now provide follow-up data each year. The students in the first group are now in their sixth year beyond high school.

It is from this wealth of data that materials for this pamphlet were drawn. Space does not permit description of all procedures, but an attempt has been made to extract from the many studies and observations those that suggest promising methods a school can use in identifying and educating superior students. Brief case reports have been substituted for elaborate statistical tables in the illustration of recommended procedures. It is particularly important to note that *all procedures described herein are actually employed in some Wisconsin schools.*

---

*Some persons object to the name superior student. The Laboratory staff is not completely pleased about it either but it was chosen because it seemed to be better than such terms as gifted and talented. As long as one uses the words superior and student together and recognizes that the term refers primarily to superiority in academic pursuits it seems less objectionable.

II

IDENTIFYING THE SUPERIOR STUDENT

Traditionally the identification of superior students has been done by administering an objectively scored test or battery of tests, setting an arbitrary cutoff point, and declaring that those students whose scores fall above that point were superior, talented, gifted, or even geniuses. The use of this procedure fails to give consideration to the fact that superiority can be exhibited in other ways than on tests and that tests can provide only relatively short and limited samples of achievement in highly structured situations. It also fails to consider the fact that teachers who have worked on identification of superior students are more likely to recognize and respond to the special challenges they discover during the identification process.

Despite what has been written about inadequacies of teacher judgments in identifying superior students, there is considerable evidence to indicate that if they are given some instruction about what to look for and provided with some cautions about avoiding common errors, they can do the task very effectively. No procedure is perfect, and some good students are likely to be overlooked under any system; but a procedure such as the one outlined on page 3 has the merit of looking at students from several angles rather than depending on short and limited samples that the use of tests alone provides.

When teachers are to become involved in identification of superior students, guidelines similar to the following may be utilized. Teachers may be reminded that a superior student may not necessarily meet *all* the following criteria, but he will usually meet some combination of them:

1. Uses large vocabulary easily and accurately.
2. Is effective in spoken and written communication.
3. Has a rich reading background, and shows evidence that he thinks about his reading and likes to discuss it.
4. Shows a wide range of interests, or in exceptional cases a heavy concentration on one.
5. Spends time beyond usual assignments or schedules on things that interest him.
6. Spends much time on special projects of his own.
7. Performs significantly above grade level in school subjects.
8. *Usually* receives good marks in school classes.
9. Tends to figure out what is wrong with an activity and show how it could be done better.

10. Gives refreshing twists to even old ideas.
11. Shows little patience with routine procedures and skills.
12. Asks penetrating questions, particularly about causes and reasons.
13. Likes to seek answers to problems and puzzles.
14. Is quick to recognize relationships.

One high school identifies its superior students each year in the following manner:

Step 1. All ninth grade teachers are asked to nominate (with criteria similar to the above in mind) all students they consider to be superior learners in their classes. They are cautioned to consider for nomination even those students who cause disciplinary difficulties and those who may be apathetic if, despite these characteristics, they have shown that they can learn well.

Step 2. Counselors list students nominated by teachers and note the number of times each student has been named.

Step 3. Scores on tests of mental ability and achievement are examined for each student, and his school record is used to determine whether or not he has been on the high honor roll, the regular honor roll, or has not been on it.

Step 4. The list of nominees, with the number of times nominated, test scores, and standing is resubmitted to all teachers.

Step 5. Teachers rate any students they would like to renominate on a CHECKLIST (see below) devised for the purpose. Teachers are encouraged to interview the students before they rate them. At this step the teachers may also nominate any other students they feel were overlooked during initial phases.

Step 6. A guidance committee composed of four teachers, two counselors, and the vice principal study all the records (ratings, test scores, number of nominations, honor roll membership, and written comments by teachers) of all the nominees and select those whom they consider to be most superior.

Step 7. Final selections are reported and discussed with teachers at a faculty meeting.

CHECKLIST

Student's Name ______________________ Date ______________

Circle a number on the scale at a point you think the pupil under consideration rates in the characteristics named. The scale numbers should be interpreted as follows: "1" indicates below average, "2" indicates average, "3" indicates above average, "4" indicates well above average, and "5" indicates exceptional.

	Low				*High*
High academic achievement	1	2	3	4	5
Advanced vocabulary and reading level	1	2	3	4	5
Expressive fine arts talent	1	2	3	4	5
Wholesome personal-social adjustment	1	2	3	4	5
Physical competence	1	2	3	4	5
Superior intellectual ability	1	2	3	4	5
Effective work independently	1	2	3	4	5
Persistent curiosity	1	2	3	4	5
Strong creative and inventive power	1	2	3	4	5
Special scientific ability	1	2	3	4	5
High energy level	1	2	3	4	5
Demonstrated leadership abilities	1	2	3	4	5
Well-developed mechanical skills	1	2	3	4	5

Please comment or list other reasons you have as to the "why" of your choice.

Is this student your 1st, 2nd, 3rd, or 4th choice? (Circle one)

Teacher's signature ______________________

The procedure described above has the advantage of giving consideration to opinions of all ninth grade teachers and keeping them informed about the school's special efforts to recognize students' superior performances in all fields. It also gives due consideration to superior test performances. (The average IQ of students selected by the process described above for one year was 131 and the average percentile rank on a general achievement test used at the school was 95.) The procedure also recognizes good academic performance in several areas by using the honor roll membership criterion.

When a procedure such as this is used there is always the difficulty of overlooking the nonconforming student or the very bright student who does not perform at a high level in classes. It has been observed that as teachers become more aware of this possible difficulty, they tend to nominate such students and to provide comments in defense of their nominations. They may indicate evidence that one of their students is a superior learner even though they do not feel that they have successfully motivated him in school. The procedure could possibly result in failure to recognize a highly creative student or one who perfoms at an exceptionally high level in a single area; but again, as the teachers become more aware of these difficulties, they are less likely to overlook such students. And the procedure described above gives them an opportunity to present evidence in justification of their nomination of a particular student.

After nominations have been made the counselor interviews the students, using such questions as those in the First Interview Form which appears in the Appendix. He may want to use some demanding tests or exercises such as those listed in the Appendix under the headings of *Exercises in Relationships* and *Oral Problem-Solving Test* to get further evidence of the student's mental performances. And he may decide to use any of the other instruments described later in this report to supplement information about the student.

Having compiled and interpreted the data, the counselor is now ready to meet with the particular student's teachers in a large school or with all members of the faculty of a small school to present his findings and interpretations. Consideration then may be given to suggestions for action to provide the best possible program for the student.

III

PRACTICES IN THE EDUCATION OF SUPERIOR STUDENTS

Following are brief discussions of a number of practices which have been implemented in a few Wisconsin high schools to improve education and guidance for superior students. Some of the practices described are group programs. Others represent school adjustments to unique individual situations. Whether group or individual, however, each practice was intended to introduce enough flexibility and opportunity into the high school years to provide special challenges and experiences for students whose developmental needs go beyond ordinary high school expectations.

In general the practices described do not require special staff or facilities in the high school. An attempt has been made to present ideas which could be implemented even in smaller schools without unreasonable burden on budget and staff. The practices frequently involve use of resources and persons outside the school, however. Many times there are very appropriate out-of-school opportunities for superior students nearby, and little need be done other than to take advantage of them.

This handbook is not intended to describe specific methods whereby schools might implement special practices. How ideas are implemented necessarily must vary from school to school, and within schools, from situation to situation. It is intended here to present the ideas—all of which have been successfully carried out in Wisconsin schools—and to provide illustrations taken from actual case records of superior high school students to show some of the ways schools have responded to unique qualities and needs of their top students.

1. Students participate in independent study programs in which they enroll for credit with a teacher, but for which no scheduled classes are held.

Whenever a good student needs to study in an area or at a level not available to him in the school class schedule, independent study may be an appropriate course of action. Because of their proclivity for out-of-school learning, because of their tendency to take heavy course loads, and because of their varied and specialized interests, superior students frequently need challenging opportunities they cannot get through regular class enrollment. In a few Wisconsin high schools independent study has been utilized successfully to:

1. Provide opportunity for advanced study in a specific subject area in which the student is highly developed.
2. Allow the student to pursue subject matter by methods not ordinarily used in the classroom.
3. Permit focusing on special problems or issues within the subject area.
4. Allow completion of courses which cannot be scheduled because of conflicts.
5. Encourage the student to work at a faster pace than is generally expected of students.

The case of Johnny on page 10 illustrates use of independent study for a student who was highly advanced in a specific subject. Several examples given on later pages are of cases in which independent study might well have been utilized to free the student to pursue subject matter according to his own methods and at his own depth. In one high school, a number of students have taken mechanical drawing on an independent study plan. These were students who intended to take engineering in college and were having difficulty working mechanical drawing into busy high school class schedules.

School people who have tried independent study programs often suggest that students who participate should be carefully selected. Even the best high school students may often lack experiences necessary for highly successful independent study on the first trial. If students are selected on an individual basis, however, and if reasons for independent study are clear to both the teacher and the student, then conditions necessary for a worthwhile experience are likely to be ensured.

There is some merit, of course, in having certain students do independent study even though they do it inexpertly. The process they go through may be as important to their learning as the subject matter they cover. In one school, a systematic attempt is being made to give all students opportunity for independent work. Students are released from scheduled activities on a rotational basis so that at any given time a few are free to use school facilities for independent projects. In another school, honors students enroll for certain courses which do not meet all days of the week. In return for spending less time in class the students are expected to do more independent work. This procedure has been regarded as very successful both in terms of what the students learn about the subject and in terms of faculty and student attitudes about the program. Once students learn how to use the freedom which independent study allows, they may make rapid strides in subject matter coverage by the method.

It is frequently argued that independent study takes too much teacher time. Some schools solve this problem by releasing teachers from classes to supervise independent students. This is a reasonable solution so long as the teacher has enough independent students to warrant release from class. But independent study for a few students in smaller schools has been done even when there is no provision to adjust teacher load. The more *independent* the program is, of course, the less teacher time it takes. Superior students may frequently profit from study experiences in which they take nearly all responsibility—even including setting up a study plan and identifying course objectives. When this is the case, the time demand on the teacher should be slight.

2. **Students who demonstrate superior proficiency in a subject are excused from taking certain courses, so long as they take other more advanced work.**

Adequate planning for superior students must involve consideration of what they do *not* need as well as of what they *do* need. This has been recognized to a limited extent for many years in many schools. By using ability grouping, some schools attempt to gear course work to levels of competency. In schools where grouping is not practiced, it is common to excuse good students from certain basic or remedial courses in favor of work at more advanced levels. Thus an eighth grader who shows high proficiency in mathematics may be permitted to take algebra in lieu of eighth grade mathematics. Options such as this are available in many schools in science, mathematics, and English. *But after basic levels are passed, options seldom exist.* If a person shows prior proficiency in algebra, for instance, it is unlikely that he will be excused from that course in favor of a more advanced one.

In any school, at any level, and in any subject field there is an occasional student who has developed beyond prescribed school course content. Usually development of such depth is limited to a single subject area in which the student is particularly interested and able, but sometimes the development is obvious in several areas. When this occurs, the student's competencies should be recognized, and means should be developed for him to pursue study at levels and in directions commensurate with his readiness. In lower grades this may often be done simply enough by allowing the student to take courses designed for higher grade levels. In one Wisconsin community the elementary, junior high, and high schools cooperate in allowing students to travel between schools to attend classes at appropriate levels. A few schools cooperate with nearby colleges and extension centers (see Section 14) where advanced courses are available. Correspondence study and independent study have also been used as alternatives to standard course work. Yet the need for this type of school adjustment far exceeds the number of times it has been accomplished.

Consider the following statement made several years ago by a talented boy from a small Wisconsin community:

> "Poetry and literature have to be an...experience unique to each individual, so that nothing 'is' great, but all 'are' great—relatively. If I am affected, then I am affected, and no snobbery of what ought to be can change it. If anyone can really feel anything from reading 'Trees' which 'is' a lousy poem, then they feel it. The teacher's job should be to make the student aware of his own feelings—the *student's* feelings—free him from thinking that he should like anything simply because he ought to like it. I suspect that most people think they ought to like 'Trees' because it looks religious and who wants to be anti-religious and because 'teachers' have palmed that kind of drivel off on them so much they think it isn't poetry if it isn't saccharine sweet and mock religious.
>
> "The teacher *can* help by providing a context, a point of view, and logical analysis, but the poem itself comes from inside the individual—each unique experience never again the same even for the same poem and the same individual. The best poems will force themselves into our consciousness long after the reading, and we will say, 'So that's what it meant,' or, 'Now I see.'
>
> "I can't weep for Adonais, but I did weep for the Nez Percé Indians when Chief Joseph surrendered in Harvey Chalmers' *Last Stand:*
>
> 'I am tired of fighting. Our chiefs are killed. The old men are all dead. It is the young men who say yes or no....It

> is cold and we have no blankets. The little children are freezing to death. My people, some of them have run away to the hills and have no blankets, no food; no one knows where they are—perhaps freezing to death. I want to have time to look for my children and see how many of them I can find. Hear me, my chiefs. I am tired; my heart is sick and sad. From where the sun now stands I will fight no more, forever.'
>
> "I write this all out to show that it is not the recognizably 'poetic' that necessarily has power. It can be almost anything in a context where emotion is allowed and there is a personal meaning. This is one moment of intensity that focuses all that comes before and all that will come after. Whatever the facts are I don't know, but I know how I felt."

The boy who wrote this statement has since gone on to college and received his degree. Throughout his high school and college years he displayed the kinds of insights and sensitivities obvious in the above quotation. Yet throughout high school and college, no special attempts were made to provide him with educational experiences designed to take advantage of his current level of development. He took the same courses in language arts and humanities, used the same texts and materials, and did the same assignments as other students. His marks were good, because with a minimum of effort he could turn out work of superior quality relative to that of his classmates. He regarded school as a boring, restrictive, unprofitable experience. It is revealing to hear his remarks:

> "Surviving school is a matter of luck and a strong stomach."
>
> "I find it necessary to educate myself between sessions of homework."
>
> "Superior students should never equate schooling with education."
>
> "College is better than Viet Nam. The deadening process is not so permanent."

The easiest reaction to the attitudes above is to regard them as invalid and cranky. But it should be remembered that they were formulated throughout sixteen years' experience in school. It is difficult to calculate the cost to this student of failing to respond to his unique educational needs, since there is no way to determine how he might have developed intellectually and affectively under more fortunate school conditions. It is not difficult to imagine, however, that in later years, when he will probably occupy a position of influence in his community or society, he will probably also be one of the school's most severe critics.

Schools can adjust to high levels of development even though they may not have advanced courses to offer. Interested teachers can easily spot advanced students, and a flexible faculty can easily provide for them. Following are two illustrative cases:

> Even before entering high school, Jim had a consuming interest in geology. He had collected and classified specimens from many parts of the United States, and he had read dozens of books on geology. By the time he was a ninth grader he had focused on paleontology as his major current interest and career goal. He frequented the school biology laboratory during off-class hours and after school. The biology teacher became acquainted with his projects, one of which was to isolate fossil microorganisms from rocks and identify them. The teacher made special arrangements for Jim to have access to school laboratory equipment—including an expensive microscope—during vacations and summer months.
>
> Through the guidance office Jim was referred to a world-reknowned paleontologist at a state university. This man evaluated and criticized Jim's work and gave him assignments, one of which was connected with an on-going university research program.
>
> Throughout high school Jim's teachers and counselors were concerned that his concentration on geology took time he might better spend learning in other areas. His written communication and background in reading (other than science books) were underdeveloped. The school encouraged Jim to improve in these areas, but only after facilitating his work in geology. Jim's test scores and verbal performances showed steady improvement each year. By the time he was a senior, his verbal performances exceeded those of most superior students.
>
> As a senior, Jim planned to attend a large university where he would major in geology at the undergraduate level and specialize in paleontology as a graduate student. "Man always wants to know more about his environment," he said. "By studying life of the past, I hope to satisfy some of the questions we have—and open new questions which others may solve. These are economic values connected with paleontology, but application of the present to the past, and the past to the present, is interesting work in itself."

> Johnny was a chemist. When he was in junior high school his parents allowed him to take over a corner of the basement to make his own laboratory. There he spent many hours in systematic learning and study. By the time he was in high school he was advanced beyond the content of the chemistry course offered. John's biology teacher had recognized his interest in chemistry. During ninth grade biology, he had given John a number of special assignments involving chemistry. On field trips, for instance, he assigned John the task of collecting water samples for later chemical analysis. The teacher became convinced that John would need special attention in next year's chemistry course.

The work John had done was reviewed. The texts he had read and his current level of understanding of chemistry were assessed by means of conferences with him. He was told to visit a college bookstore and select text materials he needed to carry on his learning. John did this and brought back two textbooks in organic chemistry for his teacher to evaluate. The teacher approved, and John was permitted to register for independent study in chemistry in place of the course offered by the school. He continued his work at home in evenings and off-hours and consulted regularly with his teacher concerning problems and progress. At the end of the year he received credit for chemistry.

It should be noted that in neither of the cases cited above did special allowances for the student take undue time on the part of the teachers. In each case, the students were primarily responsible for setting their goals and designing specific activities and "lessons." The teachers served as consultants and evaluators, but the students required only minimal amounts of their time.

Discussions in sections 1, 5, 11, 14 and 15 contain other ideas for implementing advanced study.

3. Students use facilities outside of school during school time when their class work is satisfactory.

The word *facilities* in this statement may be defined very broadly, even to the point of including visits to persons who may assist students in choices of careers and places of training, or in assessing their creative efforts. Ordinarily, however, the reference is to the use of such facilities as libraries, museums, studios, laboratories (other than those in the school), factories, offices. Occasional field trips by classes are not considered in this category. The intent here is to suggest that the student does not need to spend every hour of every school day within the confines of the building. Absence from the building to use outside facilities may vary from an occasional period to days or even weeks at a time.

The size of the community in which the school is located, although a limiting factor, does not prohibit the occasional use of outside facilities. A student who plans to enter engineering might profit from spending time in the drafting room or even in the workroom of a small machine shop. The agriculture enthusiast might learn much from spending time in the local creamery or condensery, and the budding historian might work with a local pensioner on documents he has accumulated over a period of years. An aspiring art student may work with an artist, an enthusiast for biology could spend some time in local conservation headquarters, a future zoologist at the nearest fish hatchery, and the budding meteorologist at the weather bureau. Junior journalists may work in a newspaper office and aspiring veterinarians in an animal clinic.

It is frequently suggested that use of such facilities should be done on the student's own time rather than during school hours, but many resource agencies operate on similar time schedules as the school, and unless school time is provided, the opportunity cannot be utilized. Many students do use such facilities as noted above after school, on weekends, and during vacation periods, but there are times when their utilization should not be delayed.

4. **Students participate in symposia, workshops, institutes, and other short-term (less than one semester) programs designed to introduce topics not ordinarily covered in course work, or to explore in greater depth topics which are introduced in classes.**

In one high school, science and social seminars are held on alternate weeks. The seminars are sponsored by the school and led by teachers, but they are supplemented by persons in the community. They meet in the evening for approximately two hours. No grades are given and students are encouraged to present their findings and opinions in non-threatening situations. Although no evidence other than student satisfaction has been presented to show that they are highly effective, it seems that schools might try such seminars on a limited scale so that really superior students can go beyond curriculum requirements in breadth and depth.

"Perspectives on Professional Careers" is the name of a continuing seminar in another school. Senior students who plan to go on to college and are considering occupations which will require many years of education invite a representative of a profession to meet with them during the evening to discuss preparation for the profession and advantages and disadvantages of employment in it. Local professional men and others in neighboring communities participate in the sessions which last for approximately two hours. The size of the group, the fact that the students are genuinely interested in the subject, and the interest of professional men in bright students offers an on-going opportunity for superior students to learn about occupations which the usual one-shot career day cannot provide.

5. **Students enroll in semester or year-long seminars which encourage greater depth, scope, and originality in subject matter lines.**

In a seminar the instructor attempts to shift primary responsibility for course content onto the students. He may present them with a list of general goals, problems to be solved, or topics to be discussed; and he may solicit additional suggestions from them concerning areas to be covered. He may also provide information about resource materials, persons, and agencies which students can use in their work; and he himself serves as a resource, critic, and moderator throughout the term. But he leaves to students the major responsibility for investigation and discussion.

In a seminar, originality is fostered. Focus is on questions and issues rather than on predetermined answers or facts; and heavy emphasis is given to developing new points of view and synthesizing experiences of the students rather than to patterns of ideas prescribed by others. It is not possible to offer the same seminar year after year because the course content will change with changes in enrollment. With minimal direction from the teacher and maximum possible responsibility on their own shoulders, students will provide each other with learning experiences unlikely to be duplicated in any other class.

Since much of their past school experience has been didactic, many high school students may not initially know how to be effective seminar participants. Beginners may not cover as much defined subject matter in a seminar as they might in a didactic class. A high school seminar, however, should be designed at least in part to help students learn the process of education involved. For superior students, most of whom go on through at least four years of higher education, this process is as important to learn as any subject matter content. When students learn it they have made a giant step forward in educational maturity.

A seminar should not be scheduled to meet five regular class periods per week. In order to foster independent work of the students, and in order to follow through with reports and discussions of some substance, it is better to arrange for larger blocks of time fewer days per week. There are several options for providing such time blocks in the regular school schedule or during off-school hours:

1. Meet from 7:00-9:00 P.M. one evening per week.
2. Use an "early bird" schedule, where students arrive about one hour before school and meet through the first class period one day per week.
3. When the school has a "staggered" lunch hour, students can schedule a study hall and lunch period together. Then on seminar days they can bring sack lunches and meet through the two-period session.
4. Some students need not attend all classes all days. (See Section 9.) It may be possible to arrange for students to attend a class four days per week and a related seminar one day. This arrangement can be done in conjunction with another class, a study hall, a lunch hour, or a period at either end of the school day.

Variations such as the above have been tried with success in a number of Wisconsin high schools, both large and small. One school found it profitable to plan a variable meeting schedule so that resource persons from outside the school could conveniently attend.

Superior students who have graduated from high school and gone on to college consistently report that the type of study involved in a seminar—independent work and long-range planning and follow through—was not required of them in high school as much as it should have been. Reports from Wisconsin high schools indicate that fewer than 15 percent have offered seminars, and nearly all such programs have been in larger schools. But wherever five of six top students can be encouraged to participate, a seminar can provide a worthy new educational experience for them and their teacher. There are five or six qualified students in even the small high school.

6. Tryout vocational experiences are arranged for superior students interested in particular occupational fields.

Because of their multipotentiality, superior students may have more difficulties than most students in choosing careers. Many of them are capable of high accomplishments in any of several occupations; and although they may postpone final choices for several years, they need to start the winnowing process while still in high school. Even those who name a choice early and persist in it through their high school years need to consider other occupations lest they overlook good possibilities unknown to them.

It has been found that superior students do not place high value on pamphlets about occupations, although they seem to give them some consideration. Conferences with counselors about careers seem to be fairly effective in some cases, and discussions with persons employed in various areas appear of considerable help to students. All the common methods, however, seem to the superior student to be lacking in something which might be described as "reality." "Words," they say, "but what is behind them?"

Some schools have tried to get students to look at careers more realistically by arranging tryout experiences in particular fields. One school, for example, encourages students who indicate interest in teaching to spend a week with an elementary school teacher during which they try many of the classroom activities. A student who said he was interested in forestry as a career gave up the idea after spending a few days on the job with a forester. A girl in a small community who was interested in fashion merchandising spent a week at a department store in a neighboring city and found the work so interesting that she is now pursuing a university course in preparation for a career in that field.

Any procedure is likely to fall short of the ideal for getting enough information about careers to superior students so that they may choose wisely from a variety of alternatives. Tryout experiences, however, do add a dimension of realism to the usual verbal approaches employed in providing vocational information, and since they can be arranged by a counselor with little loss and much promise of gain to the student, the practice should be utilized more frequently.

There is no suggestion in the above that the student should be pressured into making an early choice. There is however, the implication that the process of getting information to facilitate better choice later should be begun during the early high school years, and that the choice of career is likely to be a better one if it includes some realistic tryout experiences.

7. Summer courses or other activities are offered by the local schools specifically for enrichment.

In secondary schools, summer classes are often organized to provide instruction in skills such as typing or driver education and to meet needs of individuals who failed or missed essential course work during the school year. In only about one-third of all Wisconsin high schools (in almost none of the smaller ones) has a summer program been utilized to enrich and enhance educational experiences for students who do exceptionally well in the winter time and who show exceptional interest and motivation in school. It is generally the case that if a summer academic program is offered at all, it is likely to consist of good provisions for the poor students and poor provisions for the good ones.

Summer institutes such as those sponsored by the National Science Foundation (see the following section) have provided evidence to show that top high school students will respond in large numbers to challenging summer educational opportunities. Applications for institute participation far exceed the number of opportunities available, and probably many more young people would apply if they and their parents felt they could afford the cost of the institutes.

But rewarding summer study need not be limited to the few who get chosen for institute participation and who have the financial wherewithal to attend. Exemplary schools have demonstrated that summer classes for superior students will draw attendance in sufficient numbers and provide educational experience of enough quality to warrant expenditures involved. Reports from several Wisconsin high schools indicate that when high-caliber courses are offered, from five to ten percent of the student population will enroll. This percentage amounts to a very significant proportion of the top students, and it probably equals or exceeds the percentage who attend summer school for make-up purposes. One school, for example, offers summer enrichment classes including reading and study skills, advanced biology and chemistry, field science, higher mathematics, and courses and laboratories in art, music, and creative writing. Between 75 and 100 high-quality students annually sign up for these courses from among the total enrollment of 1,400. The school faculty feels that the summer classes provide greater opportunity for individual help (the teacher-pupil ratio is seldom greater than 1:15), more chance for large blocks of time for laboratories and field excursions, better opportunities for students to concentrate in their specific fields of interest, and greater flexibility of scheduling for the entire school year. Teachers report advantages of summer weather for field work in such courses as biology and earth science. Students show high investment in the courses and feel that their interests, talents, and motives are better recognized when less attention is focused on general school activities and requirements.

An important school advantage is that a summer program for superior students can afford outstanding teachers the opportunity to practice their chosen profession, for pay, all year long. In the summer program gifted teachers can have free reign to develop novel approaches to both new and old topics, to keep up with latest developments in their fields, and to explore with their students some related areas not ordinarily included in the high school curriculum. There is an atmosphere of interest and purpose in a summer class for superior students. It can be an extraordinarily pleasant, refreshing, exciting job to teach such a class. The rewards for the teacher, the progress he makes, and the new ideas he develops may easily carry over into the school year to the benefit of other students. Thus the school may be able to attract and hold better teachers by offering better jobs.

There are many advantages which accrue for the students. Summer classes can afford greater freedom of movement, more seminar-type discussions, easier access to instructional materials centers and laboratories, more opportunities for open-end investigation and independent study, a more relaxed schedule of classes and activities with more freedom to concentrate on subject matter, and greater opportunity to get what they want from school offerings within the four-year high school period. In this age when good work opportunities for adolescents are limited, the summer high school program provides daily constructive and meaningful activity for youngsters who are too mature to be satisfied with less.

Although basically a group approach, the summer program can provide flexibility the school must have if it is to meet more adequately the individual needs of superior students. Below are several actual case examples to show various outcomes Wisconsin students have experienced.

General Enrichment

From the time he was in grade nine, Gerald knew he wanted a career in engineering or some related field of science or technology. He planned to use his high school years to get all the science and mathematics courses he could, while at the same time enjoying a broad and liberal pattern of courses to satisfy his many interests. He was determined to secure entrance and to succeed in one of the most selective universities in the country.

Gerald took a heavy course load during each school year, attended summer classes, and took part in a variety of nonclass activities. Listed below are courses and activities he completed before graduation:

Language Arts

English I (Grammar and Composition)
English II (World Literature)*
Journalism I
Journalism II
Senior Honors Literature

Social Studies

Civics
Debate
World History
U. S. History

Mathematics

Algebra I*
Algebra II
Solid Geometry & Trigonometry
Advanced Mathematical Analysis

Science

Biology I
Biology II*
Chemistry I
Chemistry II*
Physics

Foreign Language

German I, II, III, IV

Other

Band (3 years)
Physical Education
Driver Education
Typing*

Gerald received "A" grades in all the above subjects except typing. In addition to the course work, he participated every high school year in basketball, track, debate, student government, science club, and social activities. In his junior and senior years he worked on the school newspaper and took part in dramatics productions. Thus he completed 23 units of academic credit, with heavy emphasis on mathematics and science but with very adequate coverage in other fields. His background of course work represents the equivalent of *about one full year of high school work in excess of what most college-bound students are able to attain.* Qualitatively his advantage may even be greater, since the summer courses were taken under desirable conditions mentioned above.

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*Courses taken during summer.

Advanced Work in a Special Field

"Biology occupies my thoughts most of the time," commented Karen in her tenth year of school. "It is my strong area, and I enjoy it tremendously. I'd like to learn all I can—then try to help others discover what I have learned." Karen's aim was to do zoological research and teaching in a college or university. She enrolled in summer school to get advanced laboratory courses in biology and chemistry. The extra time with laboratory facilities at her disposal, the added contact with good teachers and students, and the freedom to do independent projects were stimulating and valuable experiences. Karen's work showed the validity of her interests and goals. When she was a senior in high school, she attracted statewide attention for a biochemical research project she completed. This project also helped her obtain badly needed scholarship aid to college.

Acceleration

Although she did not plan it at the time she began attending summer classes, Sharon was to complete high school and begin college a year ahead of schedule.

Sharon was an exceptionally mature girl for her age—the eldest of five children in a family whose income was barely adequate to meet basic needs. It was necessary for every able member of the family to contribute to the family support. When Sharon was young, she took great responsibility for care of her brothers and sisters while her mother worked. By the time she was in high school she was earning her own money for clothes and other necessities in addition to sharing family duties. During winters, Sharon took over operation of a small family business in late afternoons and evenings. During summers she operated the business from noon until 9:00 P.M. These experiences helped her develop rapidly toward an adult level of maturity.

Sharon was a happy girl in school and an excellent student, but her interests in high school were limited mainly to her studies. She was not particularly interested in the activities and social events most high school students enjoy. By the time she was a junior she had saved enough money to buy her own car, and she enjoyed giving other students rides to and from school; but she came and left in businesslike manner, solely to attend classes.

During the summer seasons she enrolled in academics the school offered for advanced students. By the time she completed her eleventh grade year she had a balanced program of 20 credits in academic courses, and she had all the requirements for graduation and entrance to college. In her senior year she planned to take a beginning course in psychology, 4th-year mathematics, an advanced course in literature, a second year of chemistry, and typing. She was wondering what to do with the other class period. While visiting with a counselor about her plans, it was determined that the subject matter she intended to study would be available for college freshman credit at a nearby extension center. The school, the parents, and Sharon discussed this situation and agreed that it would be to Sharon's advantage to receive college credit for her year's work. She was released from high school classes to attend the college center during her senior year. Sharon felt this development was a delightful surprise and a great advantage for her. Her parents agreed that it would ease the strain on their finances three years hence when the next child would be ready for college.

Deceleration

For Marilyn, an opportunity to study in the summer was probably the only feasible way to attain the demanding goals she set for herself. Marilyn was a superior student mainly because of hard work and high motivation. Throughout her schooling she spent many hours of extra study to maintain her high class standing.

By her own description, Marilyn was "anxious, dependable, sort of slow." Her teachers felt she was a perfectionist who drove herself too hard in school. Her parents reported that she spent from 4 to 6 hours per day on homework. They frequently had to command her late at night to stop working and go to bed. Marilyn—even as early as grade nine—was worried about how to finance college. Besides having an intrinsic value that required her to be at the top of her class, Marilyn wanted to be sure that her high school record would warrant scholarship aid to college. "My limitations may slow me down," she said, "but only a catastrophe could prevent me from completing college with a good record."

In addition to her strong academic motivation, Marilyn was concerned about her social position with her fellow students. Because she was considered a "brain" she felt she had to go an extra mile to become involved with age mates in nonclass activities. She became a working participant in a variety of school organizations which took many hours of her time. No one convinced her that she was taking on too much, and because of her dependability she was in demand for many jobs. By the time she was half way through the tenth grade her parents and teachers were concerned about her health. They did not see how she could continue at her current pace, but they were aware of her determination to attain a broad experience of classes and activities.

A partial solution was for Marilyn to take courses in the summertime. She agreed to do this in summers preceding grade 11 and grade 12, and to reduce her wintertime course load proportionately. By this means she was able to "slow down" and still feel that she was reaching her own goals. One of the courses she took during the summer was a speed reading class not available during the school year. This course cut the time Marilyn took to do school assignments.

Marilyn graduated with an outstanding record and a rich background of courses and activities. When she was in college she reported that the load was difficult (her grades averaged about C+) but that her high school background gave her an advantage over many students of comparable ability. She did not engage in so many activities in college, but she felt her high school activities had been invaluable in helping her gain confidence she needed to participate in quiz sections and seminar-type discussions in her college courses.

Problems of staffing, budget, and small student populations may preclude summer school in smaller communities. Where this is the case, school staff members may wish to explore possibilities for cooperation with other nearby school districts. Several small schools, working together, may be able to provide a quality summer program by sharing staff, facilities and costs, and by pooling students. Schools may wish also to investigate possibilities for extramural support for summer programs. At least one Wisconsin school has received federal aid for its summer program.

8. Students attend college summer academic institutes.

Summer vacations are often unsatisfactory experiences for superior students. Frequently their age prevents them from getting satisfactory employment. Reading can fill only part of the time and even the usual summer sports and activities can become boring when they are too often repeated. The family trip may consume part of the time but when the student returns, the school library, laboratories, and shops are closed and time can hang heavy.

Fortunately at a very limited expense (and in most cases scholarship support can be obtained for those who need it) many colleges and universities offer institutes or workshops in which a student can join with others to get instruction in depth in one or more subjects. In some institutes the student becomes, in effect, a junior member of a team actively engaged in research under the direction of a professor; and in still others, the student may work on a project of his own choice. Many of the workshops give preference to students from small high schools where offerings are limited. Some of the newer institutes offer excellent possibilities for exploration of careers.

A sample of the institutes offered in 1967 follows:

Special Summer Programs For High Ability Students

Science Training Programs (132 colleges and universities)
National Science Foundation, Washington, D. C. 20550

Communications Arts & Science Institute
De Pauw University, Greencastle, Indiana 46135

Junior Dentists Institute
University of Oregon Dental School, Portland, Oregon 97025

Institute Computer Application
New York University, New York, N. Y. 10003

Junior Executives Institute
University of Oregon, Corvallis, Oregon 97331

Junior Lawyers Institute
Syracuse University, Syracuse, New York 13210

Northwestern University Institute (Business, Education, English, Journalism, & Speech)
Northwestern University, Evanston, Illinois 60201

Junior Engineers and Scientists Institutes

Clemson University
Clemson, South Carolina

Colorado State University
Fort Collins, Colorado

De Pauw University
Greencastle, Indiana

Florida Institute of Technology
Melbourne, Florida

Lamar State College of Technology
Beaumont, Texas

New Mexico State University
University Park, New Mexico

Oregon State University
Corvallis, Oregon

Union College
Schenectady, New York

University of Pittsburgh
Pittsburgh, Pennsylvania

Willamette University
Salem, Oregon

The University of Wisconsin
Madison, Milwaukee, and the Centers

Music Clinics
High School Speech Clinic
Journalism Institute
Library Science Workshop
Dance Workshop
Art

State Universities In Wisconsin

Various institutes such as the above and also creative programs are offered.

9. Students enroll in two full-credit classes which meet at the same time, and attend alternately or as arranged with instructors.

Reports from schools which have tried this action suggest two conditions important to its success. First, the student who does it must be selected on the basis of individual characteristics, needs, and goals which support the probability that he will succeed. Second, faculty members involved must agree that the student in question does not need to attend all classes all days. When these conditions are met, the program may be used to advantage for the superior student who shows one or more of the following:

1. Needs or wants two courses which meet at the same hour of the school day.
2. Can profitably enroll for more courses and activities than there are class periods in the school day.
3. Already knows material presented in class or learns it so readily that he obviously need not attend all sessions.
4. Needs opportunity to do more independent work in connection with class attendance.

Enrollment in simultaneous courses has been tried in about 25 Wisconsin high schools with about 90 superior students, in recent years. In nearly all cases schools have reported that the action was successful in terms of student achievement and faculty attitudes. Below is a brief description of one actual case involving use of the procedure:

> David was an eleventh-grade student in a small high school. When he was registering for his senior year, he discovered that the school's only classes in physics and third-year German were to be offered at the same hour. Since he planned to major in science and to do graduate level college work, both physics and

German were important to him. David's test performances and previous school work indicated that he could learn readily and that he would probably respond well to an opportunity to do more independent work. He was permitted to register for both courses and to attend on alternate days, using the extra class period gained for study.

This decision did not result in undue teacher time demands for a single student. Other than the change in attendance requirements, no special provisions were made for David. He used the same texts and materials, did the same assignments, took the same tests, and otherwise met the same expectations as other students in the two courses. He received high marks and showed strong achievement in both courses.

When he graduated from high school David won a substantial scholarship to college. He completed a bachelor's degree with a physics major and nearly a "straight A" grade average. At the time of this writing he was a graduate student and teaching assistant in the physics department of a major university. His main criticism of his high school experience was that he did not start earlier on an enriched program.

A procedure such as the one described above could be an important step in the direction of adequate independent study for many superior students. The section which follows is concerned with independent study programs in which the student enrolls for credit but attends no classes at all. For many students who have not yet learned to do this type of work, simultaneous enrollment could furnish a needed intermediate experience.

10. A student who has a study hall and another activity (such as physical education or drivers' education) on alternate days audits a class instead of going to a study hall.

Class and activity schedules of superior students are often heavy. Many times they cannot enroll in courses they would like to take because of scheduling problems or course-load limitations. In such cases some schools have provided special opportunities by permitting students to audit classes in the subject. Although the student receives no credit for an audit, he does receive an opportunity to get acquainted with an area in which he would not otherwise have familiarity.

In a recent survey of 312 Wisconsin secondary schools only 15 percent indicated that they had provisions for auditing classes. The practice was most frequent among large schools, which offered this opportunity more than twice as often, proportionately, as did small schools. This difference might be due to the fact that large schools usually have more diverse offerings—and hence more course opportunities that superior students might want—than do the smaller schools. Reports from schools of all sizes, however, indicated that auditing had been tried with superior students interested in beginning or advanced experiences in a variety of areas. Most frequently the students sought part-time experiences in fine arts, music, industrial arts, speech, debate, dramatics, and typing. The plan has been tried also for students wishing to pursue either beginning or advanced laboratory experiences in chemistry, physics, biology, and foreign languages. Reports of audit experiences in English, literature, and social studies were conspicuously infrequent.

Among those who reported that they permitted students to audit courses, about two-thirds gave positive evaluations. "Particularly valuable," said one principal, "for those students scheduled for five academic subjects to enrich their programs in the arts." "This is a practice that is very worthwhile," said another with respect to an auditing program in physics and chemistry laboratories, "but it is necessary to be very selective when granting permission to audit." "This is a practice that has been expanded during the past four years," said a third principal, "and which should be expanded more." "Though art is not a special interest or challenge to him," remarked a principal concerning a particular outstanding junior boy, "he feels that he has a broader experience now." Several principals commented on the need to consider each case on its individual merit and to be reasonably selective in this practice. "School management and the matter of where to draw the line need to be considered," said one.

11. Students enroll in classes which go beyond usual high school course offerings.

Many schools offer courses which are either at advanced levels or in subject areas not typical of high school curricula. Such courses are most frequently found in the larger high schools, but even among small schools, in total, there is a long list of special course offerings. In mathematics and science these courses are usually of an advanced nature, although in a few cases offerings are available in applied subjects such as statistics. In the language arts the courses are usually in advanced composition or creative writing. In the social sciences they seem more frequently to involve "enrichment" work in areas such as sociology, psychology, economics, or current world affairs. There is little in the way of vertical development offered in the social sciences, and there is little in horizontal development offered in natural sciences and mathematics.

Whether classes of this sort are offered, and what specific topics are covered, seems to depend on budgetary considerations, capabilities and preferences of faculty members, and needs of students—in about that order of importance. A few of the largest schools with the most adequate funding and diverse staff offer rich varieties of electives for superior students. The general pattern, however, is to find a course here and a course there, the specific nature of which probably depends heavily in each case on interests, abilities, and goals of a single dedicated teacher.

It is not feasible for some schools to offer large selections of elective courses each year; but by providing different special opportunities from year to year most schools could give superior students reasonable patterns of choices over their four-year stay in high school. It is not necessary that once a course is offered it need be repeated again and again, either in consecutive or in alternate years. A special course may be offered only once. If the resources are available and the student need and interest sufficient, then there is reason enough to offer it even though it may never be done again. Below are several brief reports of how special courses were started even when problems of budget and staff seemed to preclude them:

> A high school principal who enjoyed teaching decided to offer a course in economics for honors students in social studies. Even though his contract did not call for classroom teaching, he had the offering included in the schedule on alternate years.
>
> A biology teacher wanted to offer a field course for interested students who had taken his class. He decided to concentrate on uses of biological science in conservation work. He located a landowner who agreed to let the class use a nearby acreage as their "laboratory." The class studied the land, made a proposal for its reclamation to a source outside the school, and received financial support to carry through a comprehensive project to improve and conserve the land and the life thereon. This course was offered only once in the school.
>
> An English teacher did a follow-up study of college students for his master's thesis. As a result of the study he became convinced that the school needed to offer work in advanced composition for college-bound students. He proposed such a course but was discouraged by the administration on the ground that staff load and school budget would not permit adding another class. The teacher then offered to give up his preparation hour if the school would buy the texts and offer the class. To this the administration agreed. Three years later the teacher followed up students who had attended the course and compared their college performances with students who had not taken the course in high school. Results of this study convinced the administration of the usefulness of the course, and the following year appropriate staff and budget provisions were made to include it as a regular part of the curriculum.

As the examples above indicate, it is sometimes necessary for a faculty member to go "an extra mile" to accomplish a special class for superior students. There are persons willing to do this in nearly any school.

12. Students participate in the Advanced Placement Program of the college entrance examination board.

The following paragraphs are taken from the free bulletin, *A Guide to the Advanced Placement Program,* 1966-67, (College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey).

> #### WHAT IS ADVANCED PLACEMENT?
>
> Advanced placement is based on the fact that many students can complete college-level courses while still in secondary school and on the desire of participating colleges to encourage and recognize this achievement. The program does three things: It helps schools to establish college-level courses for their stronger students, and provides course descriptions and professional consultation. It sets, administers, and grades examinations based upon these courses. And it sends the examination grades, together with supporting materials, to the students' colleges, thus enabling the college to grant appropriate placement and credit.
>
> James B. Conant has said that the College Board's Advanced Placement Program is "one of the most encouraging signs of real improvement in our educational system." He has also said that "every school ought to strive to provide the opportunity for advanced placement in at least one subject, no matter how few candidates there may be."

The Advanced Placement Program usually provides for the offering of college-level work in small classes staffed by able and ambitious teachers, but, if there are not enough students for a class, the student may be prepared to take the examinations through planned tutorial work, extra reading, and careful direction. It is suggested that the student be selected carefully for advanced placement work on the basis of his interest, willingness to extend himself, good previous academic record, recommendations of former teachers, parent approval, acceptability to the teacher, and such other factors as health and emotional stability. Usually students do not take more than one or two courses a year. Most are offered for seniors but preparation for them in such cumulative subjects as mathematics and languages can begin in grouped classes in the ninth and tenth grades. Consultants from the Advanced Placement Program advise schools in the establishment of local programs at no expense to the school.

When the student completes an AP course he takes a three-hour examination which is graded by a committee of readers composed of teachers from schools and colleges throughout the country. Examination grades ranging from 5 (extremely well qualified) to 1 (no recommendation) are sent to the college the student enters in September and the essay booklets written by the student are returned to the school at which the student was prepared.

College and even college department policies on the awarding of credit for AP courses vary from those which award credits for examination grades of 3, 4, and 5, to those which grant placement only to the relatively few and some which grant neither placement nor credit. (A bulletin entitled *College Policies on Advanced Placement* may be obtained free from the address given above.) In general it is said that those colleges that have had the most experience with the program are the most explicit and liberal in awarding credit on the basis of the examinations. Reports indicate that AP students usually do well in their academic work while they maintain an above-average level of extracurricular activities in high school and college.

The expense to the student for each examination taken is less than the cost of a good pair of football shoes.

The Advanced Placement Program permits the student to take college-level work without leaving his home, his school and his community. For some students it seems to be the best method of enrichment and challenge. Some 38,000 students throughout the country took 50,000 examinations during the past year and the results were sent on to some 1,110 colleges. The numbers increase each year but the totals suggest that school personnel do not believe that the AP program can provide for other than their top academic and highly motivated students. As noted throughout this pamphlet there are many ways to provide for them. Each should be considered in the light of the characteristics of the student and the opportunities (correspondence courses, part-time attendance at a neighboring college, acceleration, etc.) available. Among all opportunities, the advantages of Advanced Placement even for a single student in a small school or a few in a larger school should not be overlooked.

13. Students take high school or college-level courses by correspondence.

Correspondence study is being utilized in high schools of all sizes. Some examples of their use follow.

> A boy in a large school became deeply interested in a field (anthropology) in which there were no high school courses. He wanted to delve deeply into the subject and, when he demonstrated to a department at a college that he had prepared himself

by reading and could get the endorsement of a teacher about his readiness for that level of work he enrolled in a college-level course.

A number of students wanted some work in a foreign language and the school, despite its efforts to do so, could not secure a teacher in the area. Students enrolled in a course by correspondence, worked on their lessons individually, and were encouraged by scheduled visits of a university instructor who met the group of enrollees.

One student took all the school's offering in regular class work but wanted a third year of a subject. Few students wanted it as a class. The student took it by correspondence and when he needed help turned to the teacher who offered the first two years of the subject.

A student who had completed all the school requirements in seven semesters did not want to accelerate and could not attend a neighboring college. College-level work by correspondence met his needs.

A boy whose parents wanted him to accompany them on a half-year visit to a foreign country kept up his school work by enrolling in correspondence courses covering the subjects he would have taken had he remained at home.

A student who had a serious illness which required a long period of convalescence carried by correspondence study the courses he would have been taking at school.

A student who wanted to complete her high school education in the usual time but who was required to take certain specified subjects in order to meet graduation requirements did so by correspondence study.

One student who had omitted the usual required units for college admission in his first two years of high school because he thought he would not go to college changed his mind and decided that he would continue his education. Schedule conflicts prevented him from taking the courses he had omitted but election of correspondence courses provided the opportunity to get them.

A student who had gone as far as the school music teacher could take him in band and orchestra enriched his work in this field by enrolling in a correspondence course in music appreciation especially designed for high school students.

The samples given above, and others that might have been presented, show how correspondence courses provided opportunities for enrichment in fields offered in the school or advancement beyond those commonly provided. They have offered the opportunity to make up work missed because of illness, conflicts of schedule or other unavoidable absences. They have also provided a kind of individualized instruction that the student could get at only the very expensive private schools, and have permitted advancement at a pace best suited for him. They have allowed flexibility in the completion times so that the very busy superior student could work them into his schedule.

Instruction fees for high school courses taken by Wisconsin students have been paid for by local Wisconsin boards of education through a cooperative arrangement with University Extension under the authorization of Wisconsin Statutes 40.89 (3) entitled "Other Tuition." The high school courses have been accepted for full credit by institutions accredited by the North Central Association of Secondary Schools and Colleges.

In general, large high schools have made little use of correspondence study because it has been assumed that they could provide enough enrichment by offering advanced courses. For very bright students, however, further advancement and the opportunity to explore areas in which even large schools do not offer instruction has been provided.

14. Students take college courses at a college while still in high school.

Superior high school students are, or have been enrolled part-time in nearly every public and private college and University Center in Wisconsin. Any high school located near enough to a college to permit commuting has an excellent resource for enriched and advanced course selections for top students. At a college, superior students can often find courses at levels they are ready for, or in fields not offered by the high school, which will provide the challenges they need in their high school years. Students who show advanced development in one or more areas, and those who have special interests which go beyond the high school curriculum may be good candidates for college-level courses.

Although the high school student who takes college courses may spend four years in high school, this program nevertheless may be thought of as accelerated. Since he will probably receive college credit for the courses he takes at the college, he may find that he has less time to spend in college later. Many superior students choose vocations which require more than four years of college, so any time advantage gained by getting an early start on college work is valuable later on.

A study recently completed at the Research and Guidance Laboratory yielded follow-up information on 79 young people who took college courses while still in high school. Reports from them, their parents, their schools, and the professors who had them in college classes were obtained. The general findings were that the high school students did above-average work in the college classes (their grade average was above "B"), that they experienced no social difficulties, and that they were highly satisfied with the experience. For the most part their classmates were not aware that they were not college students. Many of their professors expressed surprise at discovering the students were of high school age.

Any school within commuting distance of a college can make special arrangements for superior students to attend classes there. One large high school in Wisconsin, where many top students attend and where a large variety of honors-level class work is offered, has an on-going agreement with a nearby private college. The school pays an annual fee to the college, in return for which it can send qualified students to the college for part-time class work. The high school runs bus service to and from the college, and a number of students attend each semester. Even though the high school program is rich, they find numbers of top students who can benefit from taking some college classes. This program is a very attractive alternative for students who are advanced academically but who nevertheless need or want certain classes, activities, and associations at the high school level.

15. Students enter college under early admissions plans.

In a preview bulletin of The University of Wisconsin the following paragraph appears.

> Some students who are outstanding scholastically may be admitted as freshmen before they finish high school. Selection for early admission is on the basis of scholarly promise and other factors which indicate benefit by this acceleration—social and physical maturity; educational plans; rank in the top one-tenth of high school class scores on the American College Test or College Entrance Examination Board; and in general, the appropriateness of this plan for you. Major consideration is given to the recommendations of your high school; you should be completing at least the 10th grade and preferably the 11th. In general, early admission is granted to those candidates who qualify and who in the judgment of their high school have exhausted course offerings.

An eastern college of very high standing publishes the following statement under the heading "Junior Year Admission" in its catalog.

> A small number of exceptionally able students will be permitted to enter the college without completing four years of secondary school work. This program permits students to enter directly from the junior year in secondary school. To be considered for junior year admission applicants must have superior school records and a very high degree of innate ability; and they must,

in every way, be ready to meet the demands of a university environment.

The two statements above are typical of those one finds in the catalogs of almost all high-ranking colleges and universities. They indicate willingness of higher education to accept students who have not met the usual requirements for a high school diploma but have demonstrated readiness to undertake college work. The chief difference between acceleration and early admission plans, in most cases, is simply the fact that accelerates complete enough work in less than the usual time to get their diplomas while early admission students may have not completed the requirements.

In some Wisconsin schools the early admission student is granted his high school diploma after he completes a year of satisfactory college work.

> Priscilla, who attended a high school of 750, had exhausted the school offerings including some independent study in physics at the end of her junior year and, at the same time, she had carried a full program of extracurricular activities and read widely. In her first year at the University under the early admission plan she achieved a 3.48 grade-point average and the local school awarded her the high school diploma. At the time of graduation from the University she wrote, "I'm very glad that I came to college a year early. It had no ill effects and I now feel much happier about the prospect of four years ahead." Six years after leaving high school at the age of 23 Priscilla married a fellow medical student and they entered the third year of medical school together.

It is not likely that any school would have a large number of students interested in the early admission plan. It has been found that most students prefer for various reasons to remain with their classmates for four years of high school. It does seem desirable, however, for the school to permit those students who meet the qualifications described in the college catalogs, and who really want to take advantage of early admissions programs, to do so.

16. Students complete four years of high school in three years or less, and receive their high school diplomas.

Students do not usually want to complete their high school program in less than four years, their parents seldom encourage them to do so, and school personnel do not ordinarily support this practice. It is employed for a very few students for whom a combination of school situations and personal circumstances suggest that the procedure would best fit their needs. Sueann is a case in point.

Sueann entered the state university after three years of high school, compiled an impressive record in academics and service to the university community, spent her junior year abroad, graduated with honors and, at the age of 24 will receive her Ph.D. in psychology from a leading university. During her college career she has indicated that being a year younger than most of her classmates has not bothered her. "No one ever asks me how old I am and I can't see why it makes any difference."

The small high school (enrollment about 250) which Sueann attended provided few facilities and no advanced courses. She had read "all the books in the library," and all that her parents could provide. She took three correspondence courses from the state university in subjects not offered in her high school and she carried on numerous projects designed to enrich the work in her classes. She participated in forensics, library club, church choir, student councils, and organized a community Young Democrats club. Her activities included hikes and staying overnight at her friends' homes. As a high school freshman she estimated that she was "one of five or six most popular" girls in her school.

Sueann's aspirations for high achievement were modeled after the very successful performances of her father and grandfather who held high positions in government. Her mother encouraged her to set and to reach her own goals but both parents encouraged her to do whatever she undertook at a high level. They recognized that the school was not providing sufficient challenge for her very superior mind and, with encouragement from the school counselor and some of her teachers, gave serious consideration to early graduation.

When the parents discussed Sueann's acceleration with school officials they were reluctant to approve it lest it set a dangerous precedent. After much consideration of the general principles involved and study of Sueann's performances the Board of Education approved the following statement of general policy on acceleration.

Acceleration of Superior Students at ______________________ High School.

1. The faculty and Board members of ______________________ High School, wishing to acknowledge the superior intellect of certain and rare students and in the interest of best serving the intellectual development of these students hereby sets forth these policies regarding acceleration of superior students:

2. Requirements for graduation - 16 academic credits.
Maximum subjects to be taken by all students:

Grade 9	4
Grade 10	5
Grade 11	5
Grade 12	5

Extra subjects required to make up minimum credit requirements to be taken from an approved university correspondence course approved by Principal and Superintendent. Cost of fee, and books, and supplies to be paid by the parents. Upon satisfactory completion of the course the District will reimburse student and parent for fees only (not books or supplies). If student fails to complete course with a passing grade there will be no reimbursement.

3. That acceleration, within the above 16 academic credits, be considered by Superintendent upon presentation of written recommendations of the High School Principal or of teachers (approved by the Principal), such recommendations to include consideration and statement of the student's grades, IQ scores, achievement test scores, drive of the student, health and physical development of the student, age whether or not the fourth year of high school would academically challenge the student and, finally, the wishes of the parent.
4. Since students in accelerated program will not have attended high school for the full four-year period, and since they will not have been graded by local teachers in all subjects which make up their 16 academic credits for graduation (subjects taken by correspondence will have been graded by teachers of the institution from which taken) it is determined that, in fairness to regular four-year seniors, accelerated students will NOT be considered for valedictorian or salutatorian honors of the class with which they graduate.
5. In all cases the initial process toward acceleration must come from the student and the parent.

Approved by Board of Education, June 6, 19 ____

District Superintendent of Schools

Members of the Board of Education and some school personnel thought that Sueann's acceleration would result in numerous requests by other students to complete high school in less than the usual time, but this did not happen. The Board had made it clear in the third paragraph that acceleration was to be considered on an individual basis.

Sueann's honors performance in academics at the university indicated that she had been ready for the work. Her extracurricular record was equally impressive. She participated in a language club, Young Democrats, mock senate, legislative research bureau and a church choir. Her offices included vice-president, recording secretary, delegation chairman and assistant delegation chairman at a state convention. And she has had fun throughout it all. Nothing in her high school or post-high school record suggests that she had lost significantly by omitting one year of high school. Her achievements and her enthusiasm for serving suggest that she will continue to perform at a high level in the future. And by acceleration she has an extra year to do so.

The following statements about Joan when she was a tenth grade student indicate the manner in which a counselor encouraged consideration of acceleration by a high school faculty.

In reporting to the faculty of a high school of some 1050 students a counselor made the following suggestion.

> *Serious consideration should be given to the matter of acceleration for Joan.*
>
> Although most persons object to this manner of meeting students' needs, and although it is not generally approved, it appears that acceleration is the only possible way to provide for an occasional student. Joan may fall into the category because of her drive, her learning skills, her physical appearance and that vague attribute that can be described as exceptional maturity for her age. She gets along well with her peers but also seeks out older students as friends. She writes as well as many high school seniors, analyzes problems with a high degree of skill, verbalizes effectively, scores at a high level on tests, and really seems to want to learn. Her parents approve of acceleration after giving much thought to the matter. It seems likely that she will undertake a long program of post-high school training and could probably profit from the saving of a year at this time. She has carried a full load of subjects and says she is willing to undertake additional work by correspondence courses during the summer. In this way she could meet more than minimum requirements for graduation in three years.

The suggestion was offered for consideration in a school that does provide advanced courses in several fields, and offers enrichment and challenges that are sufficient for all students except Joan. She worked out a plan whereby she could get all the required courses and several additional ones by taking two correspondence courses each of the summers following her sophomore and junior years so that she could get her diploma at the end of the summer following the eleventh grade. The school approved of the plan.

ACCELERATION OF LESS THAN A FULL YEAR

In a few cases schools have approved plans whereby a student can complete the high school work by the end of the first semester of the senior year and enter college at the beginning of the second semester. If there is a college-level institution in or near the place of residence the student takes full-time work there. He may continue his work at that institution or transfer at the beginning of the next semester.

Many universities are now encouraging students to begin their post-high school education during the summer following their senior year and in a few cases this form of acceleration seems to be effective.

SAMPLES OF STUDENTS' REACTIONS

While a group of 42 students who had been accelerated in high school were attending universities they were asked to indicate their reaction to acceleration. Some of their responses follow:

> I strongly recommend that the possibilities for early graduation be made accessible to the ambitious student and that, at the college level, early admission of highly qualified students be facilitated.
>
> I hope other students can be allowed to participate in some such program if qualified and the old standard of four years compulsory high school be modified to fit the needs of the pupils, not custom.
>
> The loss of a year of one's "carefree youth" is easily worth the gain of a more intellectually and socially stimulating atmosphere.
>
> At present, I believe early entrance is the best alternative for the individual student who finds his high school lacking in education at his level of interest and motivation.
>
> I am so thankful for my opportunity.
>
> I'm so happy I'm here at college now with only a year and a half to go.
>
> If it hadn't been for the encouragement of the guidance program, I could never have graduated early. The community and entire school system were against it.

SAMPLES OF PARENTS' REACTIONS

Parents of the students who had responded to a questionnaire on the value of acceleration were asked to answer the following question: "Looking over the experience would you, as a parent, recommend early college entrance to other parents of similar performers?" "Why or Why Not?"

> At the time I did not consider my son ready for college. He seemed immature, would not talk to me for days, had fits of temper and we just did not communicate. As I look back it all seems to have been complete frustration. It took time for him to mature because he kept seeking a real challenge. Apparently, he has found it, for he has matured into a delightful, loving young man. I would recommend early college entrance to other parents of similar abilities, but I will say that I took a chance, due to our lack of communication.
>
> It was a challenge to Mary. She is a true student, wants to learn all she can. She wants to see the world, wants to know the where, the why, and how the things, and she can't wait until

it comes to her, she seeks it out. She is a musician, played and sang all the way through high school and college. Made lots of wonderful friends, both the intelligent ones, and the ones who tried, and keeps her friends. Don't I sound like a proud Mother? I am.

Obviously this depends upon the individual circumstances, but given the ability, the interest, a dull and unimaginative high school program without much opportunity for either social or intellectual growth, and the desire of the student himself, we would certainly recommend it to other high school students. One reason quite apart from the benefit to the individual is that he will have two more productive years in his life and his parents and the taxpayer were spared needless expense for years of vegetation. Our son had learned habits of laziness and inattention in the lower grades, because of lack of challenge. A wonderful ninth grade experience changed all this, and we feel he would have been greatly harmed had he then returned to the old pattern. Instead he was awarded an NDEA fellowship for graduate study, on completion of bachelor's degree in 1963. Now he has the M.A. and has passed the prelims for the Ph.D. and is working on his dissertation. Above all, I think he has learned to live life more fully than most people ever do. Recently, while "cramming" for his Masters' prelims, he entertained himself by writing two short stories for fun and one scholarly article, which has been published. He is concerned with world affairs, with racial justice, speaks several languages, is a Latin American Area specialist, but he also finds time to enjoy almost everything: skiing, skin diving, shell collecting, singing, dancing, etc. He has worked in his summers at a responsible job as summer study tour director in Mexico, and assumes responsibility well. He is 22 years old, and I don't think the time will ever come when he will experience boredom. I believe his accelerated program has also made it possible for him to use his life more effectively for the creation of a better world.

Very definitely. Especially when they are prepared as Freshmen under your program. I only wish my son had been as fortunate. However, perhaps some day the high schools will be able to upgrade the Senior year enough to take care of the dedicated student. Some already do. We can't thank you enough for all your efforts on her behalf. She is loving her junior year abroad and is squeezing every last drop of education and fun out of her opportunity. I am sure she would not have even tried for this if you hadn't prepared her for it and suggested it her freshman year in high school.

IV

OTHER MEANS OF PROVIDING ENRICHMENT FOR SUPERIOR STUDENTS

In the sections immediately preceding this one some procedures for enriching school experiences and providing challenges for superior students have been presented in some detail. Less space is given to the items listed and described below, but the brevity should not be interpreted as indicating that they are of less importance. They are applicable in all sizes and kinds of schools.

Book Clubs

As superior students advance through high school their activities and requirements tend to take up so many hours that there is little time left for reading. Some schools have recognized this situation and have tried to provide for it by organizing book clubs. Sponsored usually by English teachers and librarians, individually and in teams, or by other interested teachers, the club members meet during the lunch hour at school, during evening hours and, in at least one case, on Friday afternoon after school. Superior students are invited to join the club. They select the books that all members read, and meetings are devoted to discussion of the reading. There is no duplication between the book club endeavors and study in regular English classes.

Students who have participated in such clubs are high in their praise of the activity and many have indicated that it was a very valuable step in their preparation for college.

Student Tutors

In some schools election to the National or Local Honor Scoiety obligates the student to participate in a tutoring program. The honor student assists students who are having difficulty with their studies, who have been absent from school due to illness, and those who for any reason need special help in the area in which the honor student tutor has shown greatest competence. The value of feeling of service to others, the tryout experience in teaching, and the additional confidence that comes from knowing that one has mastered a subject well enough to teach it are all outcomes that students who have done tutoring say they have experienced.

Unsupervised Study Halls

In commenting upon the distinction between high school and college many students say that the chief difference lies in the amount of free time available during school days. And many say that having free unsupervised time in college is such a new experience that they have difficulty in making the adjustment.

Some schools provide in part for this problem of transition by permitting honor students to use the time ordinarily spent in a supervised study hall in any way they wish. Thus a student may work in a library or laboratory, play chess in the commons, work on special projects in the art room, shop, radio room, or even carry on a planned activity outside of the school building. The privilege of the unsupervised honor study hall may be withdrawn if the student abuses it, but such action is seldom required.

Honors Banquets

Some schools have tried to elevate the honors banquet to the level of the corresponding athletic event. Annually in the spring honor students and their parents are invited to a banquet at which awards are presented, citations read, and a lecture heard. Some schools, even though they offer an athletic banquet, are reluctant to have an academic honors session because they fear it might damage the egos of nonrecipients. That argument, if it is valid at all, should be equally valid for nonacademic awards. Since it does not appear to have validity it is suggested that an honors banquet might be held once each year in every high school.

Project Work

The following report (edited to prevent identification) appeared in a local Wisconsin newspaper.

> When a counselor asked John, a senior, to design something, he didn't expect an original mechanical assembly including the drawings. His instructor in drafting thought that John could tackle something difficult. He was right and his talented student designed a ____________________ assembly which developed to the point where it would be ready for production and assembly in the _________________ industry. The president of a local machine production company provided some constructive criticism and praised the work highly. John said that he used about 75 percent of his class time in the drafting course on the project and the rest was done on his own time.
>
> John is an honor student, a member of the French club, vice president of a hobby club and is a member of the tennis team. He plans to study engineering.

All projects do not, of course, turn out as well as this one. Indeed many never get finished. And too many academically superior students seldom get near a drafting or industrial arts class. The illustration above suggests, however, as one teacher put it, "You never can tell what these students can do with projects till you give them the chance."

Much has been written about project work and it is unnecessary to repeat the statements here, but experience in many schools with project work by students within and across subject fields has been highly productive. For some superior students project work can offer a stimulus to production that can be provided in no other way.

V

WORKING WITH PARENTS OF SUPERIOR STUDENTS

During the past ten years counselors of the staff of the Research and Guidance Laboratory for Superior Students have interviewed some 7500 parents of the subjects who have been sent to the laboratory. In some cases mothers and fathers were seen separately at the school and then brought together for a session with a counselor, but usually both parents were present at the interview. The findings of the studies in which analysis of the sessions were made are too lengthy to present here but some general conclusions and their implications are presented below.

One general finding that has much significance in the education and counseling of superior students is the fact that there are often very real differences in opinions among parents and their sons or daughters concerning the desirability of courses of action such as carrying additional academic work, participation in activities, holding a part-time job, acceleration, working on projects, or even going to college. In view of such differences of opinion it seems essential that both parents be consulted before any major decisions about such matters are made. And where the differences seem to be crucial, conferences with both parents and student seem to be essential.

Follow-up studies of action taken by parents after counselor-parent conferences indicated that when the discussions were focused on pertinent issues and the counselor had *specific* recommendations to be considered by parents, action was more likely to follow.

The form below has been used by counselors to call attention to the need for consideration of certain areas. After the counselor has seen the student, he fills out the items on the left side of the sheet, and after meeting the parents he fills out the right side. In this manner he reminds himself that certain topics should be considered with the parents, and he has a record of their reactions to his suggestions.

PARENT-COUNSELOR FORM

Name of student John Grade 11
Date of student interview ____ Date of parent interview ____
Counselor Smith
Attended parent conference: Mother only ( ) Father only ( ) Both (x) Other ( )

If other than parents, explain: ____

The following topics are often covered in parent interviews. Any one may or may not be considered at any session, and others may be added:

1. Work and study habits
2. Choice of subjects
3. School activities
4. Community and church activities
5. Use of leisure time
6. Occupational choice
7. Choice of post-high school education
8. Financing college
9. Reading practices
10. Test interpretation
11. Nature of the Laboratory Program
12. Part-time employment

Counselor's recommendation for discussion with parents.	*Parent's remarks and reactions.*
1. Consider choice of college. This may be determined by occupational choice. If he decided to go into architecture he will probably go out of state. If engineering, will go to U. of Wis. Inform parents of elements involved in each choice.	1. Was topic discussed? (x) Yes ( ) No Much discussion of this matter. Parents took notes and said they would discuss it fully with John.
2. If John will assemble his work in drawing and architectural drawing it can be submitted to an expert in this field to get his judgment and suggestions.	2. Was topic discussed? (x) Yes ( ) No Specific plans were made for a date on which they would encourage John to assemble his work. It was then promised that the counselor would help him to arrange a time for a conference with an architect. This had been discussed with John and he agreed to do so.
3. John seems to be an excellent selection to be first student in this school to do an independent study project. Would parents support idea? Explain to parents what is involved.	3. Was topic discussed? (x) Yes ( ) No Parents had some doubts about whether John would have time but it was suggested that the independent study would be substituted for, *not* added to, his regular work. They said they would discuss it with John.
4. In view of father's recent illness is there special need for financial assistance? In any case inform parents of steps necessary to seek scholarship support, and loans if necessary.	4. Was topic discussed? (x) Yes ( ) No They will fill out financial aid forms.
5. Suggest that John consider joining book club. He tends to narrow down his reading to science and may need to explore other areas.	5. Was topic discussed? (x) Yes ( ) No They thought this was a fine idea. Have many books at home but John is very selective in choice. They were concerned that he was narrowing his reading too much and would encourage him to try the book club for at least one semester.

Additional counselor comments: (Note particularly if parents promised to take any action on any area so that a check can be made the following year.)

Parents vitally interested. Seemed to be in agreement on all matters considered but mother is somewhat concerned about John's tendency to get involved in too many activities.

Conferences with parents may be held any time that they seem appropriate rather than on parent conference days when a rigid schedule prevents full consideration of all issues involved in decision making. It has been found that interviews with both mothers and fathers can be held at any time of the school day *if, at the first conference, the father felt the session was worth taking time off from work to attend.* The father is not likely to come a second time if the counselor seems not to know the student well or if he does not offer specific suggestions for consideration.

Parent conferences with superior students who are doing well in school can do much to negate the common idea that parents don't come to the school unless their child is in trouble. And showing genuine concern for the children of parents who are often vitally interested in public education can do much to improve public relations of the school.

There appears to be no foundation to the belief that superior students do not want their parents to come to the school to discuss their performances and plans. In general they seem to recognize the desirability, even the necessity, of parental involvement.

APPENDIX A
(A Case Study)
JOANNE

Whether in choice of dress, expressiveness of interest, or activity, Joanne stood out as a real individual. Through the course of four years in high school, her range of activities was considerable. When Joanne was a freshman in high school she participated in such school activities as band, chorus and science club. She liked to read books that ranged from mysteries, adventures, nonfiction, plays, historical novels to the classics, with the emphasis on nonfiction. She liked to paint pictures, draw maps, make items out of clay, and carve wood. Joanne was the recipient of an honorable mention in the local art show during her freshman year. She collected rocks, postcards and coins. Her interests in sports varied from swimming, ice skating, roller skating, social dancing, playing Ping-Pong, shooting a rifle, bowling, working with horses and golfing. Her other activities included taking music lessons, listening to the radio, working crossword puzzles, serving as an officer of the bowling club, watching television, taking pictures and making a telescope.

During the ensuing years Joanne participated in many additional activities as tennis and curling. Her work in music included the playing of various instruments such as the piano, flute, piccolo and a "few others." During school hours, Joanne became involved in the student council and school annual staffs. She also belonged to such organizations as the Future Teachers of America, Girl's Athletic Association and the chess and Latin clubs. She was also a member of the National Honor Society and the Honors Reading Group during her last three years in high school. She also, in her spare time, attempted to translate the Bible from English into Latin. She worked at a riding stable and held a baby-sitting job for several years.

ⓧ

While participating in these many activities, Joanne found time enough to maintain an "A" average throughout her high school career.

During the summers between high school years, Joanne participated in many activities. Before her senior year, she and a few of her friends attempted to perform an experiment in placing an artificial heart in a rabbit. A preliminary experiment was done in order to find out how much anesthetic it would take to anesthetize it. All that was learned from that phase of the experiment was that "rabbits would not eat phenobarbital, would kick when restrained, and do not like to have injections of sodium pentathol in their ear veins." After having found out that ether anesthetized the rabbit, they attempted to probe the inner workings of his chest cavity. The rabbit survived for an hour under surgery. Upon the expiration of the rabbit, Joanne fashioned herself a hat from the skin.

She participated during the summer in various events in the community, such as competing in the local art show and receiving the "Best of Show" award. Joanne was still able to participate in most of her favorite sports during this same period of time. She competed in a local golf tournament and placed second.

From the experience of winning the "Best of Show" award, Joanne received offers to do pictures of homes and animals for other individuals on a paying basis. She had been doing layouts, cartooning, and maps for local businessmen previously. She belonged to a club at her church which she attended regularly.

During her senior year in high school, she participated in such activities as debate, forensics, and band. During this last year in high school she also became a teaching assistant to the biology instructor.

When commenting on her activities, Joanne said that she wished she had time for more activities, but she said, "There are only twenty-four hours in a day."

Joanne's activities during her first semester at the state university were still numerous. She read more than most students. She reported that she had read 17 books. Among them were *Canterbury Tales in Middle English; The Maze* by Candoz; *Foundations of Modern Art* by Ozenfant; *Ape and Essence* by Huxley; *The Genius of the Early English Theater;* and *The Tropic of Cancer.* She also read regularly the following magazines: *Time, Newsweek, Life, Harpers* and the *New Yorker. Mad Magazine* was a regular feature in her reading diet. She continued her musical activities by playing several musical instruments, singing in a group, and belonging to a music club. She also painted, joined a film society, and a folk arts group. She attended concerts, art exhibits, plays and parties.

Joanne's family situation was encouraging and stimulating. They wanted her to venture forth in search of new and exciting paths which she had not explored before. The only disagreement which her parents had over her college education was that her mother thought that Joanne could get her education at less cost by attending the state university than at a private college. Joanne did receive a high school honor scholarship from the university which covered tuition for a period of one year.

Joanne said that she had only two or three "close" friends, but she kept their friendship for a period of two or three years during high school. At times during the course of her high school career, Joanne felt that some of her friends were jealous of her, and that she had to be careful of what she did. She felt that opinions of this kind did not disturb her, but she expressed concern over what her age-mates thought about her. They had, on occasion, criticized her hairdo and commented on her attire which did not follow the usual patterns. Upon being asked to appraise herself, Joanne seemed impressed with her capabilities, and felt that she was more adult in her viewpoints and interests than her friends. She stated that they did not talk of things of importance when they did have discussions, and that she sometimes failed in her communication with them due to her advanced vocabulary.

Her writing and speaking reflected a very expressive individual. She verbalized her thoughts with a facility unusual for a girl of her age. A tenth grade theme on "What Kind of a Person Am I and What Do I Hope to Become" provided her with an opportunity for introspection and self-appraisal. Joanne's own words perhaps give some insight into her goals and behavior at the age of fifteen:

> I'm not satisfied with being just fifteen. I rather think it's because I'm all of a sudden awfully self-conscious, not so much with people I know or people of my own age, but with adults I don't know. I guess I realized finally how much of an "edge" they have, being older and having lived longer, and knowing so much more about life.
>
> I've always been interested in music, not for a career...but as a hobby. It seems to satisfy me and is a good outlet for emotions I used to keep bottled up inside. Remembering last year, I can't help but think how little I even considered others at all....
>
> I feel I'm gaining headway, going at life from almost the right angle. Thinking back, I've improved...but I still have a long way to go.
>
> It isn't with books that I have trouble...it's people. I'm finally beginning to realize and appreciate how much has been done for me—to keep me busy in school, to find things of interest to me, and people putting up with the way I've acted. Now I'm trying to be grateful, but I really don't know how. I try to be humble and not boast, but it's difficult. I guess that meeting people and seeing places have changed my views on life.

Joanne's test scores on various tests such as the Sequential Test of Educational Progress, Differential Aptitude Test, School and College Abilities Test, Davis Reading Test, Terman Concept Mastery Test, and the Watson-Glaser Critical Thinking Appraisal were all above the 90th percentile with the majority of them placing her in the upper one percent of students of her age.

She had considered several occupations during high school, but gave reasons for eliminating most of them. Her choices had included such occupations as mathematics teacher (this was rejected because she felt she did not have the social aspects necessary to establish good human relations), psychiatrist (too long to become established), horse breeder and trainer (too much money involved), and archaeology. By the time she had reached her third year in high school, Joanne had also considered such occupations as engineering and medicine. Medicine was a less likely prospect since the thought of seven or more years of training did not look inviting to her. She expressed at this time that she would not like to become a teacher because of the repetition of the same general thing, day in and day out, and too much regulation.

Joanne had not, until her senior year in high school, given the area of art much consideration as an occupation. Upon receiving the "Best of Show" award during the summer, and upon receiving commissions to do painting for the people in the community, she began to consider art as an occupation. Her experience in art had now led her to consider the possibility of art as a career choice rather than a matter of personal pleasure. Some occupations had been rejected by Joanne because of the lack of creativity permitted in those fields. In the area of art, she felt that she could get that opportunity.

Joanne finally made the teaching of art her choice. She said, "I feel that my best chance to be useful and happy is in the field of art. I am good at it, and don't lose interest in it." In choosing the field of teaching, Joanne stated, "I will try to bring out the creativeness in people, encourage them to do and to think for themselves. As a teacher, I will try to guide them, to set an example."

Joanne kept up a highly satisfactory grade-point average of 3.6 throughout her university years while participating in a religious club, singing group, various music and art committees, and an honorary sorority. She also served as art editor of the dormitory newspaper and as Vice-President of the section in which she lived. During this period, she also worked 14 hours per week. She graduated in the usual time and is now an intern in the teacher preparation sequence.

APPENDIX B

ESSAY ASSIGNMENTS USED TO EVALUATE WRITING OF SUPERIOR STUDENTS

Ninth Grade

You will be given this hour to write an essay about yourself entitled, "The Dominant Forces That Have Directed My Life." Perhaps it would help if you keep the following questions in mind while you write.

1. In what ways have certain persons influenced my life most?
2. What other factors have caused me to be the person I am?
3. How will the above two factors aid or hinder me in attaining what I hope to become?

Tenth Grade

The purpose of this assignment is to make you aware of the variety of things that influence us in our "growing up" and in developing plans for our future. Besides being an assignment in writing about a very interesting person, YOU, the autobiography will help you decide "What kind of person am I?" "How did I get that way?" and "What do I hope to become?" Keep these three questions in mind and write freely about yourself. Include anything that you feel helped make you what you are. You will have about an hour to write.

Eleventh Grade

Do *you* think you should be permitted to make more decisions?

Twelfth Grade

THE FUTURE AS I SEE IT AND MY PLACE IN THAT FUTURE

APPENDIX C

EXERCISES IN RELATIONSHIPS

Most tests use multiple choice questions. Some of them are valuable in revealing how well the student recalls and recognizes what he has learned, and some may even reveal a little evidence of critical thinking. It seems desirable to know, however, if the student can *produce* as well as *recall*. The following directions for an exercise in producing relationships indicate to the student the task that he is to do. A few sample items are also given to show the kinds of items that may be used. Note that this should be an exercise rather than a test. It may provide some observational data on how well the student can go beyond the recognition and recall level. You might try to make up some items similar to the samples given.

Each anaology is comprised of two phrases. For example:

CLOTHING is to SUITCASE as MONEY is to PURSE.

At least one relationship exists between the two phrases in the statement above. One relationship is that of the *contained* to the *container*. A SUITCASE can contain CLOTHING just as a PURSE can contain MONEY.

Your task in each of the following problems is to construct another analogy statement comparable to the one given. An example of an acceptable analogy to the one given above might be:

MILK is to GLASS as PICTURE is to FRAME.

Thus, to complete the sample problem, you would fill in the blank spaces as follows:

Your comparable analogy.

____________ is to ____________ as ____________ is to ____________

There is *not necessarily one and only one correct answer* to any of the following items. You may be able to identify two or three relationships. Your problem is to construct the *best* analogy that you can in the spaces provided. In constructing your analogy do NOT use any of the words given in the original. There are no tricky items having to do with spelling of words or matching of letters.

Some Sample Items:

1. TREE is to DOOR as ORE is to SKILLET.
   Your comparable analogy.

   ____________ is to ____________ as ____________ is to ____________

2. SQUEAK is to HINGE as BARK is to DOG.
   Your comparable analogy.

   ____________ is to ____________ as ____________ is to ____________

3. SIGH is to RELIEF as MOAN is to PAIN.
   Your comparable analogy.

   ____________ is to ____________ as ____________ is to ____________

4. WORK is to FATIGUE as REST is to RECOVERY.
   Your comparable analogy.

   ____________ is to ____________ as ____________ is to ____________

5. MAN is to BREAD as MOTORCYCLE is to GASOLINE.
   Your comparable analogy.

   ____________ is to ____________ as ____________ is to ____________

APPENDIX D

ORAL PROBLEM SOLVING

The following exercises may be used in an informal manner to provide the counselor with further evidence of the effectiveness in thinking of students who have been nominated as superior students by their teachers. Each exercise can be typed on a separate card and the student is handed the card and given three minutes to solve each problem. After he has given his answer, the counselor may ask the student to tell how he went about getting it. He may want to note the student's performance in breaking the problem into parts, rejecting unpromising leads or persisting in inappropriate methods, avoiding outside distractors, noting key words or figures, using approximations when suitable, and avoiding wild guesses. This exercise is not a test. It is simply a guide in the observation of how a student goes about solving problems. The problems below are listed in order of difficulty for ninth graders, as established at the Laboratory.

1. What relation to an individual is his sister's grandfather's only child's wife?
2. One day last week a man went to town with only five dollars in his pocket, but returned with fifteen. He bought a pair of shoes and some meat in the market. He also had his eyes examined. It so happens that the man gets paid every Thursday by check, and the banks in this town are open to cash checks on Tuesday, Friday and Saturday only. The eye doctor is not in office on Saturday and there is no market on Thursday and Friday. What day did the man go to town?
3. A wedding produced the following results. The father of a young woman became her husband's brother-in-law, and her husband's sister became her stepmother. How could this happen?
4. Four white cows and three red cows gave as much milk in five days as three white cows and four red cows gave in four days. Do white or red cows give the most milk?
5. In the Robinson family, each daughter has the same number of brothers as she has sisters, and each son has two more sisters than he has brothers. What is the least number of children in the family?
6. A truck starts out for the city dump, 10 miles away, going at a speed of 5 miles an hour. At the same time a horsefly that can fly 20 miles an hour leaves the truck and flies to the dump, immediately turns around and returns to the truck, and keeps shuttling back and forth this way until the truck arrives at the dump. How far does the fly travel all together?
7. There are 6 white socks and 6 black socks in a drawer. If one reaches into the drawer in the dark, so that he is unable to see them, how many socks must be removed to make sure he has a pair of matching socks?
8. When driving some cows, a boy was asked how many cows he had. He replied, "When they are in a line there are 2 cows ahead of a cow, 2 cows behind a cow, and one cow in the middle." What is the least number he could have had?
9. A prince is being pursued by robbers. Upon reaching the castle, he finds the drawbridge up and no one attending it. The castle is surrounded by a square moat 3 feet from the castle and 8 feet in width. It is filled with

dangerous reptiles. The prince finds two boards, each of which is 7 feet 8 inches long. How can he cross the moat?

10. A railroad line runs from Pine to Oak. Elm is on this line just half the way between Pine and Oak. Maple is just as far from Pine as it is from Elm and Elm is as far from Maple as it is from Oak. If it is 20 miles from Pine to Maple, how far is Maple from Oak?

APPENDIX E

CHECK YOUR SCHOOL AGAINST THIS LIST OF PROVISIONS FOR SUPERIOR STUDENTS IN SOME WISCONSIN HIGH SCHOOLS

Check those that are done in your school

1. Advanced sections in courses are provided and advanced courses are offered. __________
2. Some students do advanced work in college texts. __________
3. Students are permitted to take more than the usual course load. __________
4. Independent study programs are arranged. Teachers arrange consultation periods for students working on special projects. __________
5. College-type seminars designed to introduce topics not ordinarily covered in course work, or to explore course topics in greater length are offered. __________
6. Participation in Advanced Placement Program is encouraged. __________
7. High school or college level correspondence courses are taken for enrichment. __________
8. College courses are taken at a college while students are still in high school. __________
9. Enrollment in two classes meeting at same hour is permitted for enrichment or when there are schedule difficulties. __________
10. Auditing of classes is substituted for study halls. __________
11. Book clubs are organized. __________
12. Honor study halls (unsupervised) are provided. __________
13. Students act as tutors in fields of special competency. __________
14. Classes for enrichment are offered locally during the summer. __________
15. Encouragement to attend summer institutes is given. __________

16. Students are encouraged to participate in many contests, science talent searches, and scholarship competitions. __________

17. Specialists in the community supplement regular programs, work with students on special projects, or evaluate students' work. __________

18. Tryout vocational experiences are arranged. __________

19. Early admission to college is arranged for a few selected students. __________

20. An honors banquet for high achieving students and their parents is held annually. __________

21. Graduates in college return to the school to tell students about experiences in college. __________

22. Schools publish products of students' in special annual. __________

23. Follow-up records of graduates are kept. __________

24. Conferences with *both* parents are held at least once a year. __________

APPENDIX F

SCHOOLS WHICH HAVE PARTICIPATED AT VARIOUS TIMES IN THE RESEARCH AND GUIDANCE LABORATORY FOR SUPERIOR STUDENTS

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Albany
Almond
Amherst
Antigo
Ashland
Athens
Baraboo
Beaver Dam
Belmont
Black River Falls
Bonduel
Brodhead
Burlington
Butternut
Cedarburg
Clintonville
Colby
Cumberland
Delavan-Darien
De Pere
Edgar
Edgerton
Fall River
Fort Atkinson
Fredonia
Gays Mills (North Crawford)
Glenwood City
Green Lake
Greenwood
Gresham
Hammond
Hartland
Hayward
Hortonville
Iola-Scandinavia
Ladysmith
Lancaster
Madison
Madison (Edgewood)
Manawa
Manitowoc
Marinette
Marion
Marshfield
Medford
Merrill
Middleton
Milwaukee (Custer)
Monona Grove
Mosinee
New Berlin
New Holstein
New London
Oak Creek
Oconomowoc
Oconto Falls
Oostburg
Oshkosh
Plymouth
Port Washington
Random Lake
Rhinelander
Sauk-Prairie
Schofield
Shawano
Sheboygan
Sheboygan Falls
Shiocton
Spencer
Spooner
St. Croix Falls
Stevens Point
Stoughton
Sturgeon Bay
Thorp
Three Lakes
Tony
Verona
Viroqua
Waterloo
Waukesha
Waupaca
Wausau
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